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in An Aided Secondary School

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ABSTRACT

This study introduces the concept of clinical supervision as a formative evaluation tool for improving teaching performance of teachers and explores the feasibility in using clinical supervision model in an aided secondary school. The working environment in the school is examined and those favourable contextual factors identified are supportive staff relationships, team work and team spirit, teachers' control over pedagogy and curriculum, and participative decision making. The underlying imperatives of clinical supervision are examined in the light of collegiality, collaboration, skilled service and ethical conduct. The clinical cycle is described with special reference to procedures taken as pre-observation conference, classroom observation and post-observation conference. Changes and improvements in teaching are reported by teachers with reference to recommendations given by supervisors. Finally, the potential of adopting clinical supervision is suggested subject to the possible limitations set in reality.

I

INTRODUCTION

Background of Study

Teachers are key human resources in schools. If schools cannot attract, retain, and develop enough well-qualified teachers, they are not likely to be instructionally effective. This is an existing challenge confronting educators and policymakers at all levels. The failure to recognize and respond to the impending shortage of teachers, as Pounder (1987) points out, will force school administrators "to hire marginally qualified novice, creating undesirable consequences for the instructional effectiveness of schools".

Wildman and Niles (1987) show one of the major misconceptions about teaching, found both inside and outside the profession, is that teaching is a relatively commonplace, easy-to-learn task. Many novices are introduced to the schools and then given the same responsibilities as veterans. For novices to develop into truly good teachers, they need to control their own learning through teaching and to collaborate with other teachers. They need vitally a systematic effort provided by the instructional leader within the school to promote growth and reflection during their practices. Therefore, one of the possible resolutions to preserve the teaching force both in quantity and quality is for the teachers to realize the chances for professional development. The writer has much concern on how teachers becoming good teachers and the possible

strategies adopted within the school context for individual professional growth in teaching.

Moreover, many teachers in Hong Kong share common weaknesses which can critically limit their growth and efforts to improve classroom teaching. Heath (1986) depicts these as "handicaps" which can be found in our teaching profession. Firstly, teachers are not analytic about the "whats and whys of their teaching". They do not have an articulated educational philosophy about what student outcomes are important for their future. The actual goals in daily teaching become the textbook dictates what should complete before the end of the term. Secondly, they do not know how "to design systematic sequential strategies by which to achieve their goals, in case they have a clear definition of priority of goals". Thirdly, many teachers do not tend to be "reflective about the effects that their own teaching and the dynamics of their own classrooms". Lastly, many teachers tend to set in what they are doing, or are fearful of making mistakes, or are unwilling to share with others their fear and puzzles. They passively resist to any recommendation to improve in teaching.

If schools are to increase student achievement, instructional leaders must try to preserve the primary sources of student learning, that are, teachers (Sergiovanni and Starratt, 1979). In addition, Rodriguez and Johnstone (1986) emphasize that until we treat teachers as professionals, we cannot expect them to contribute as professionals to the school organization. Teachers must be involved in planning, decision making, and goal setting.

For their involvement to be meaningful, teachers must be provided professional development and assistance that will motivate them to participate and pursue higher levels of self-actualization.

One of the direct and essential practices is to help them to appreciate the art of teaching by instructional guidance from the principal and veterans in the same subjects such as those panel chairmen. Therefore, there are responsibilities rest on these instructional supervisors especially in devising appropriate supervisory practices which are feasible and applicable within school context.

Purpose of Study and Statement of Problem

The "clinical supervision" model, developed by Goldhammer in 1969 and Cogan in 1973, seems to suit for such an effort required by instructional supervisors to fulfill their responsibilities. Cogan (1973) claims that it offers the "psychosocial support" necessary for optimal teacher growth. Goldhammer, Anderson and Krajewski (1980) present a detailed analysis of methodology and rationale in clinical supervision. The model has been exercised for a long time and it is found to provide satisfaction and support for teachers to improve in teaching (Reavis, 1978; Krajewski, 1982; Isherwood, 1983; Este, 1984; Glickman, 1985). For the purpose of this study, the following clinical supervisory practices are noted and described: establishing a collegial supervisor-teacher relationship with a clear understanding the purposes of carrying out clinical supervision; communicating the purposes of classroom

observation together with technical arrangements and characteristics of the class observed; observing the teacher's behaviors in the classroom; recording and analyzing data collected during observation; sharing the conclusion of observation with teacher in terms of positive teaching behaviors which should be maintained and negative teaching behaviors which should be changed; discussing the means for any improvement needed in classroom teaching.

These clinical supervisory practices refer to the sequential steps taken in completing the supervisory task of classroom observation by such instructional leaders as principals and panel chairpersons in aided secondary schools. These procedures may consist the followings: pre-observation conference, classroom observation, observation data summarizing and scoring, post-observation conference, and follow-up activities. These procedures should be taken by the participants -- instructional supervisors and teachers. Moreover, this study also inquires the strategies adopted in each of these procedures, depending on the particular working relationship developed between the supervisor and the teacher.

Shane and Weaver (1976) stress the importance to examine clinical supervision in relation to the current operation of schools. Then the problem of this study is: How the instructional supervisors carry out the supervisory procedures, based on the collegial relationship built up with their supervisees, within a particular school context?

This study attempts to describe and examine the implementation of clinical supervisory practices within an aided secondary school. The purposes are two-fold:

1. to describe how instructional supervisors implement clinical supervision within an aided secondary school context; and
2. to suggest the potential of clinical supervision as a feasible model to be used among local secondary school teachers for their improvements in teaching.

The end product of this study will be primarily descriptive in a detailed account on the operation of clinical supervision in the school.

Scope of Study

Clinical supervision is treated as "an applied, practical and professional operation" on teacher having a focus on improvement of teacher's classroom instruction (Cogan, 1973:20). The domain of study in clinical supervision is human interaction and relationship between supervisor and teacher. It assumes that if teaching improves, student learning improves (Cogan, 1973; Goldhammer, Anderson and Krajewski, 1980; Glickman, 1985; Holland, 1988). The scope of this study limits to the description of these human interactions and relationships between supervisors and teachers in a particular secondary school.

The main purpose of clinical supervision is defined as assisting a teacher to modify existing patterns of instruction for improvement in teaching. But the improvement of instruction

through clinical supervision should not be confused with research on teaching effectiveness (Flanders, 1976:48). The latter is an attempt to create knowledge about pedagogy and to show relationships between what a teacher does and its effects on students. Clinical supervision has a modest goal which limits the scope for this study. It seeks to stimulate some changes in teaching, to show that a change did take place, and to compare the old and new patterns of instruction in ways that will give a teacher insights into the instructional process. Therefore, the effects of clinical supervision on student outcomes, whether long-term or short-term, will not be examined in this study.

Concerning the guidelines for teachers' classroom performance, there has been controversy among authorities on teacher competencies in teaching skills versus mastery of subject knowledge. In this study, there is no attempt to settle the issue by identifying the ways whether good teaching is subject or pedagogy specific. There is also no attempt to devise the essential elements or criteria for observing a teacher in classroom performance.

Significance of Study

Instructional supervision is an important leadership function in schools but it has received much less attention than deserved. Sergiovanni (1984) identifies five leadership forces as the means available to administrators, supervisors, and teachers to bring about excellence in schooling. One of which is educational force

and the leadership role in this force taken by supervisors is described as a "clinical practitioner". The administrators in this role will be responsible for educational program design and clinical supervision, and failing in performing these functions results in school ineffectiveness.

This study attempts to explore clinical supervision in an aided secondary school. These supervisory practices are scheduled as annual administrative routines for many principals and subject panel chairpersons in many secondary schools. According to Chan (1982), about 44% of those practices adopted by principals in supervising and evaluating teachers' performance are through classroom observation. There is no evidence that there exists an uniform supervisory practice from a review in local literature. But as stated before, the need to preserve the teacher force is a contemporary issue nowadays within real-life educational context. By contrast, clinical supervision reviewed from literature has shown positive effects on teacher satisfaction and professional growth. It will be addressed to explore the exercise of clinical supervision in promoting teacher development, as an important human resource, for the benefits of the school as well as the teaching profession.

Teachers in different stages in terms of teaching experience may find the needs for improvement in teaching. Though these needs may also vary. For the preparation to develop their career in the first few years, new teachers in particular often find hard times to search their ways out of mess of problems during probationary

periods. Teachers with experience in a limited number of years may also need to find collegial assistance to improve, especially when they move to teach in a new school. Classroom teaching is a source that may provide satisfaction to a teacher to retain and enjoy in the career; but it may also generate frustration and resentment. Some questions come into consideration concerning the practice intended for the improvement in teaching. What does this program really mean to teachers? How do the participants feel and benefit? What should be the favourable contextual factors for clinical supervision? What should be the personal perspectives brought to educational encounters in favour of clinical supervision practising in school? The answers for these questions should be sought in order to develop an relevant scheme of work in instructional supervision for classroom teaching with respect to school contextual factors.

Moreover, if those clinical supervisory practices can be affirmed with respect to improvement in a teacher's classroom instruction, it may initiate exploring the various tactics and strategies in carrying out such practices. This study serves as a stepping stone to initiate the theorizing about the professional and educational practice of clinical supervision in Hong Kong schools.

II

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Purposes of Instructional Supervision

For a successful school, the primary concern for administrators, with the principals in particular, is on building a viable, workable, and meaningful supervisory program. Teachers are the most important human resources in the school and the efforts in instructional supervision are directed to preservation and growth in these resources. Thus, in relation to the "human resources view" as proposed by Sergiovanni and Starratt (1979), supervision in school context operates within the hierarchical, interactive nature of the relationship between the supervisor and teachers and, in turn, the teachers and the students.

Perspectives for Supervision and Evaluation

There are three common perspectives for supervision and evaluation: summative evaluation, formative evaluation and diagnostic evaluation (Sergiovanni, 1987). In summative evaluation, it is to determine whether or not a teacher measures up to a standard of acceptable work. It concerns with a teacher's adequate performance and evaluation will be done periodically. Supervisor in this administrative function has a line relationship with teacher.

Formative evaluation or "direct assistance" (Glickman, 1985) is concerned with helping a teacher assess and work on his or her

own focusing for future improvement in teaching. This type of evaluation is a supervisory function aims at the teacher's own professional growth. The supervisor has a staff relationship with teacher.

Diagnostic evaluation is used to determine how well teachers are functioning in present assignments, causes for problems in teaching performance, and opportunities for improvement of teaching, given certain circumstances (Sergiovanni, 1987:155).

Goals of Instructional Supervision

What type of evaluation used will be determined by what the goals designed for instructional supervision. Knoff (1988) identifies three specific goals of supervision for the supervisor or principal to fulfill his responsibilities, which are:

1. to develop a supervisory system, process, or style that encourages teachers to seek and respond to the supervisory process,
2. to evaluate, formatively or summatively, teachers in the professional knowledge, skill, confidence, objectivity, and interpersonal interactions domains to determine their current developmental levels and professional strengths and weaknesses,
3. to enhance teachers' growth in necessary, identified areas so that their provision of services and job and self-satisfaction improves. (243)

As Sergiovanni (1987) points out that, as similar to Knoff, the major emphasis in instructional supervision should be on professional growth and development. It helps teachers to grow and to develop in their understanding of teaching and classroom life, to improve basic teaching skills, and to expand their knowledge and

use of teaching repertoires. Formative evaluation is, therefore, a very important aspect of supervision and evaluation program.

Role and Responsibilities of Instructional Supervisor

Who is Instructional Supervisor?

With reference to the situation in Hong Kong, the systemwide educational supervision is carried out by the Advisory Inspectorate in Education Department. In addition, Education District Officers will be responsible for regulating of administrative practices among schools. Within a school context in Hong Kong, the official title as denoted in Code of Aid as 'Supervisor' refers to the occupant not involving in instructional leadership in most cases. The principal will be officially responsible for the supervision of teaching and administration. But it is not uncommon to find that principals delegate the responsibilities of instructional supervision to academic masters, subject panel chairpersons, subject coordinators or staff in similar titles. No matter what the title should be, "anyone with direct responsibility for improving classroom and school instruction is referred to as an instructional supervision" (Glickman, 1985:6). This definition is used in this study.

Duties and Responsibilities

There are general guidelines laid down through school circular by Hong Kong Education Department (1981) with respect to the duties and responsibilities of Senior Graduate Masters or Mistresses as

heads of department. Two duties relating to overall administrative control of the subject department include "assisting the principal in supervising the staff of the department" and "ensuring supervision and assistance for newly appointed teachers". It is quite clear that the principal and the heads of department bear the responsibilities for the improvement in teaching among the staff, especially for those new teachers. Sergiovanni (1987) points out that a characteristic of effective schools is having an effective supervisory program. By designing an effective supervisory program, the following objectives can be attained in carrying out the role and responsibilities of an instructional supervisor:

- a. to provide professional supervision for the teacher;
- b. to communicate clearly and concisely the expectation on the teaching performance and to ensure that the teacher understands these expectations;
- c. to assist the teacher in planning for teaching by writing and designing lesson plans, making suggestions and assisting in locating relevant materials and resources;
- d. to assume the role of mentor and "coach" by observing teacher, supporting the teacher's efforts, providing feedback, and facilitating changes if needed; and
- e. to develop a collegial relationship with rapport nurtured during the whole supervisory process.

Coaching Reflective Teaching

According to Schon (1988), teaching is regarded as a reflective practice and instructional supervision includes any activity that supports, guides, or encourages teachers to reflect on teaching. Thus, the process of supervision can be seen as a kind of coaching. To be successful, Schon (1988: 19-23) suggests that supervisors must carry out three independent but closely related tasks: (a) make sense of and respond to the substantive issue of learning and teaching in the situation; (b) enter into the teacher's way of thinking about the substantive issue, tailoring their descriptions, language, and demonstrations to their sense of the teacher's understanding of the issue at hand; and (c) do these things in a way that makes defensiveness on the part of teacher less likely.

These benefits add much robustness to the exercise of clinical supervision in school and this will support Cogan (1973:12) that the central objective of the entire clinical supervisory process is "the development of the professionally responsible teacher who is analytical of his own performance, open to help from others, and withal self-directing". The crucial condition determining the success of clinical supervision is the establishment of a collegial relationship between supervisor and teacher through which the teacher can improve in instructions.

Colleagues as Professional Development Resources

In order to successfully achieve the supervisory task as coaching a teacher, a close relationship must be established between supervisor and teacher in frankness, supportiveness and mutual trust. This relationship is strongly emphasized by Cogan (1973) and Goldhammer, Anderson and Krajewski (1980) in carrying out clinical supervision.

Ecology for Professional Growth

Tanner and Tanner (1987) examine school climate in an ecological perspective. School climate may be thought of as the conditions under which a school and her teachers function in relation to her structure, expectations, goals, roles, practices and accomplishments. Kaufman (1988) conceive this ecological environment as a set of nested structures, each inside the next. At the innermost level, the teacher's immediate context is the students in the classroom. The next level is the colleagues, and extending far beyond that is the teacher's relationship to the profession. Kaufman characterizes this teacher-client, teacher-colleague, and teacher-profession relationship in which a teacher grows professionally over time.

Colleague as Context for Teacher Development

The skills and knowledge that teachers discover and construct in classroom experience are better shared with their peers. There must be opportunities for peers to exchange ideas and knowledge on

what a better teaching is about. Kaufman (1988:83) stresses that "without a collegially based organizational culture, clinical observations and impressions, which are supposedly designed to support peer communication, remain mere personal insights that cannot contribute to the craft knowledge of effective teaching practice". On the contrary, if supervisor and teacher can develop an effective work group, they can commit and work towards supervisory goals for professional growth and development.

Collegiality Defined

"Colleagueship" referred by Alfonso and Goldsberry (1987) or "collegiality" referred by Cogan (1973), Krajewski (1982) and Garman (1982) is used to describe the relationship which is characterized by "collaborative efforts to accomplish common goals". Instructional supervisor and teacher in colleagueship collaboratively form a team for professional growth. They will collaborate to identify and select common goals and then design, implement and evaluate the strategies adopted to achieve these goals. They share and own in the educational growth. Their decisions will be made jointly, irrespective of the formal authority in the school.

Conditions of Collegiality

The prerequisite for collegiality is the built-up collegial work group. The following conditions noted by Grimmett and Crehan (1990) which can cultivate this norm of collegiality. Teachers

engage in frequent, continuous, concrete talks about teaching practice and from such talks they build up a shared language. Teachers and supervisors frequently observe each other teaching and provide each other with useful evaluations of their teaching. Teachers and supervisors plan, design, research, evaluate, and prepare teaching materials together. Teachers and supervisors teach each other the practice of teaching. These conditions can occur when supervisor and teacher work together in clinical approach to instructional supervision.

In contrast, McFaul and Cooper (1983) discover some detrimental conditions in implementation of peer clinical supervision in school setting. Isolation and fragmentation among teachers hinder interactions and interpersonal relationships. If stratification was most evident in school hierarchy, collaborative work groups can hardly be formed. Standardization of curriculum and pedagogy can mandate a teacher's personal teaching styles. A reactive rather than pro-active decision making structure keeps teachers on guard to school policies.

Advantages in Colleagueship

Three distinctive advantages of developing colleagueship in clinical supervision are noted by Alfonso and Goldberry (1987:68-69). First, the human resources of the school are mobilized in a joint effort to improve instruction. Second, classroom teachers have increased responsibility for the design and implementation of improvement strategies, can produce a sense of personal achievement

as well as a better functioning school. Recognition, responsibility, and achievement are termed "motivators" by Herzberg and are associated with job satisfaction (Sergiovanni and Starratt, 1979). Therefore, successful collegueship may well contribute to increased job satisfaction for classroom teachers. Third, the successful collaborative efforts may well enhance teachers' perceptions of their own professional competence by reinforcing their belief that they can positively influence the achievement of their students.

This kind of "peer assistance" proves to work (Chrisco, 1989) and is an important interpersonal element in determining the success of clinical supervision. As Cogan (1973:69) stresses that "the rationale for the collegial relationship derive from a conviction that both the teacher and the supervisor give and receive support". By nurturing this relationship, it is easier for teachers to help each other and at the same time strengthen themselves professionally and personally. This critical and underlying factor will be examined in this study and its existence will favour the operation of the supervisory process.

Orientations to Clinical Supervision

Clinical Supervision Defined

Clinical supervision, as defined by Morris Cogan (1973:9), is a process focused upon the improvement of the teacher's classroom instruction. It is a rationale and practice designed to improve the teacher's classroom performance. It takes its principal data

from the events of the classroom. The analysis of these data and the relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teacher's classroom behavior.

Orientations in Clinical Supervision

Empirical Orientation

Based on Cogan's rationale for clinical supervision, the current state of theorizing about the topic comprises three orientations: empirical, interpretive and critical (Holland, 1988). The empirical orientation is most evident in Madeline Hunter's model of clinical supervision. Her model of teaching relies heavily on teaching effectiveness research. Her works rest on proposing teaching prescriptions for particular lessons subject to particular objectives. Her model includes an observation of the teacher by the supervisor, an analysis of the observation to determine cause-effect pedagogy and a conference to identify teaching behaviors that can be "strengthened, eliminated or remediated" (Garman, Glickman, Hunter and Haggerson, 1987:169). The cause-effect relationships in determining teaching behavior reflects an empirical orientation because such relationships have been identified through research and set as standards and criteria against which to measure actual teaching.

The nature of the supervisor-teacher relationship is also empirically oriented. Hunter emphasizes a direct administrative style in addressing the teacher and the supervisor acts as an

outside expert and observer and seems to take charge of the events of supervision. The supervisor collects and analyzes data on the teacher's behavior and provides the assistance needed to reinforce or change that behavior according to the principles in the cause-effect relationships between teaching and learning.

The mission in Hunter's model of clinical supervision is to improve instruction and to make it excellent. But it does not emphasize on an individual basis, but on a "schoolwide, districtwide, statewide, even a nationwide basis" (Garman, Glickman, Hunter and Haggerson, 1987:171). Thus, she plays down the procedures in such a way that a pre-conference is unnecessary and a waste of time. And she does not hold that the supervisor is obliged to announce to the teacher the intention of class observation. The most important drawback in Hunter's model is "less able to account for the complexity of teaching and learning" (Holland, 1988:107) as it heavily relies on the research findings in cause-effect relationships between teaching and learning.

Interpretative Orientation

The interpretive orientation to clinical supervision is best explicated by Noreen Garman. She says that there is no clear "model" of teaching that directs the supervisor's judgment. Those effective teacher behaviors are determined "within the context of classroom dynamics through collaborative inquiry" (Garman, Glickman, Hunter and Haggerson, 1987:170). Good teaching practice can only be understood after each class observation through the

dialogue of supervisor and teacher. She refers clinical supervision not as a series of procedural phases, but rather a "skilled practice in which knowledge of methods is used to develop an understanding of the meanings of educational events" (Holland, 1988:104). The supervisor-teacher relationship has to be established in a collegial and collaborative way. Sergiovanni and Starratt (1979) also present the concepts and ideas about clinical supervision that supervisors need not to follow a specific or single set of procedures which are simply the means for gathering information for teachers to understand the assumptions, beliefs and objectives that direct their behaviors.

Having a pre-conference is strongly supported by Garman and this is consistent with her notions regarding collaboration and collegiality. Moreover, the supervisor obliges to announce to the teacher and mutually agrees with the teacher on the intention of class visit. This development of knowledge and understanding on teaching is by reflecting on the events of teaching and on the meanings these events hold for the supervisor and teacher. It is essentially "an interpretive process because the knowledge is both personal and situational" (Holland, 1988:105).

The central objective in Garman's version of clinical supervision is on "professional enhancement" of teachers (Garman, Glickman, Hunter and Haggerson, 1987:172). She focuses on empowering teachers as a result of the supervisory process and this orientation represents a more matured theorizing beyond Cogan's

work (Holland, 1988). Her interpretation to clinical supervision will be adopted in this study.

Critical Orientation

The emphasis on empowering teachers as an essential purpose can also be reflected in the critical perspective on clinical supervision. This represents another maturing development on Cogan's original rationale. John Smyth illustrates this critical perspective in its view of clinical supervision as a means for teachers to gain control over their teaching as well as their development as professionals (Smyth, 1985; 1988; 1989). He takes a more progressive and reformatory view on clinical supervision in such a way of posing problems about teaching, challenging take-for-granted assumptions and uncovering those conflicts and dilemmas in schooling and teaching.

In addition to these three orientations in clinical supervision, Glickman also recognizes the model as an effective tool but he aims too narrow at schoolwide efforts in staff development. His concepts relate to school improvement efforts at the institutional level, rather than at the individual level (Glickman, 1985; Garman, Glickman, Hunter and Haggerson, 1987).

Clinical Supervision Models

Clinical supervision has been tested as an effective strategy for supervising teachers to bring improvements in instructions and satisfaction in teaching. This strategy is developed by Cogan

(1973), Goldhammer (1980) and Krajewski (1982) with a set of sequential steps. They share the same orientation with Cogan in clinical supervision with the rationale to improve the existing practice of teaching (Garman, Glickman, Hunter and Haggerson, 1987).

Cycles of Supervision

Cogan (1973:10-12) suggests the following eight-stage cycle with purposes in each step as:

1. Establishing the teacher-supervisor relationship
 - a. to establish the clinical relationship
 - b. to induce teachers with understandings in clinical supervisory procedures
2. Planning with the teacher
 - a. to plan a lesson with teacher in terms of objectives, strategies, activities, etc.
3. Planning the strategy of observation
 - a. to plan with teacher the objectives, process, technical arrangements and collection of data of observation
4. Observing instruction
 - a. to observe and record classroom events
5. Analyzing the teaching-learning process
 - a. to analyze the class events with the teacher after the observation
6. Planning the strategy of the conference
 - a. to develop by supervisor alone the plans, alternatives

and strategies for conducting the conference

7. The conference

- a. to participate jointly with the teacher

8. Renewed planning

- a. to decide on the kinds of change in teacher's classroom behaviors and to plan on next lesson.

Among these eight stages, it prevails a pre-observation planning, classroom observation and a post-observation analysis. These elements can also be found in the construct of clinical supervision by Goldhammer, Anderson and Krajewski (1980). To them, the whole picture of clinical supervision are close observation, detailed observational data, face-to-face interaction between the supervisor and the teacher, and an intensity of focus that finds the two together in an intimate relationship.

They suggest a "cycle of supervision" in the stages with purposes as follows (Goldhammer, Anderson and Krajewski, 1980:208-211):

1. Preobservation conference

- a. to obtain information on teacher's intentions in the lesson
- b. to establish specific plans in carrying out the observation with the teacher

2. Observation

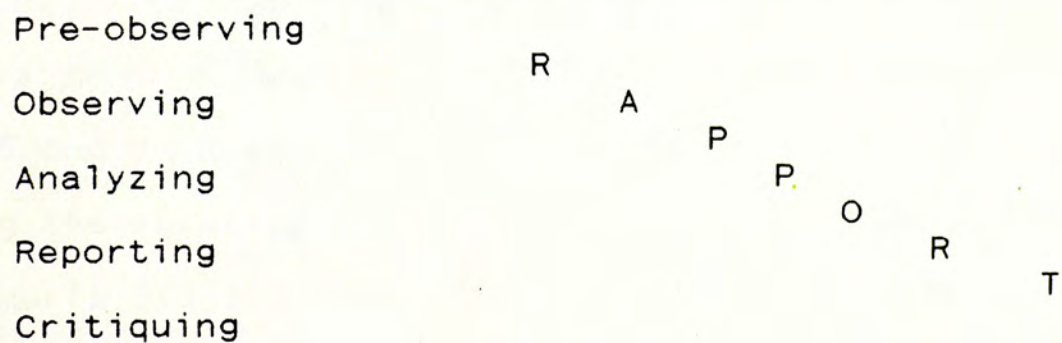
- a. to review the lesson as planned in the preobservation conference

3. Analysis and strategy

- a. to "reconstruct" the observed events

- b. to assess the observed lesson in terms of pedagogical criteria and teacher behaviors
- c. to consider supervisory implications
- d. to develop a plan to help the teacher
- 4. Supervision conference
 - a. to provide feedback, basis for improvement of future teaching
- 5. Post-conference analysis
 - a. to "reconstruct" the events of the supervision conference by the supervisor
 - b. to assess the conference in terms of supervisor's intention, skills or implications.

In addition, clinical supervision is viewed as a process by Krajewski (1982) consistent with the five steps identified by Goldhammer, Anderson and Krajewski (1980). However, Krajewski emphasizes the importance of "establishing and maintaining rapport". He sees clinical supervision as:



By comparison and contrast, the common areas among the above three sets of clinical supervisory procedures can be depicted in the following table:

Cogan (1973)	Goldhammer, Anderson & Krajewski (1980)	Krajewski (1982)	Common Steps
Phase 1	Stage 1	Pre-observing	*
Phase 2			
Phase 3			
Phase 4	Stage 2	Observing	*
Phase 5	Stage 3	Analyzing	*
Phase 6			
Phase 7	Stage 4	Reporting & Critiquing	*
Phase 8			
	Stage 5		*

Table: Comparisons in Clinical Supervisory Procedures among Cogan (1973), Goldhammer, Anderson and Krajewski (1980) and Krajewski (1982).

Those steps common to the three authorities are marked by an asterisk in the table. The first three phases in Cogan's cycle (establishing the teacher-supervisor relationship, planning with the teacher, and planning the strategy of observation) correspond with Goldhammer's Stage 1 and Krajewski's Pre-observing phase. The Phases 5 and 6 (analyzing the teaching -learning process, and planning the strategy of the conference) correspond with Goldhammer's Stage 3 and Krajewski's Analyzing phase. Cogan's final phase (renewed planning) treats the postobservation activity in a way somewhat different from that of Goldhammer and Krajewski. But it seems reasonable to claim that there are no major

differences in the structure of the cycle of supervision as described by the three authorities.

As reflected from the table, an instructional supervisor, in assuming an intimate collegial relationship with the teachers, should perform the following functions:

1. conferring with the teacher in a supervisory planning conference regarding the characteristics of the teaching lesson -- a pre-observation conference;
2. observing the teacher in classroom performance -- classroom observation;
3. analyzing data collected during the observation -- analysis and strategy;
4. providing feedback to the teacher -- a post-observation supervisory conference;
5. revising and supporting the teacher's professional actions and plans as needed -- follow-up activities.

This study tries to describe how these procedures be taken to serve the purposes in clinical supervision operating in an aided secondary school.

Imperatives in Clinical Supervision Approach

The clinical supervision takes the name and assumptions from the landmark works of Cogan and Goldhammer. Their constructs in clinical supervision have a procedural orientation. They propose the "cycle of supervision" with sequential steps in carrying out the practice. These steps have been widely adopted by the

supervisor practitioners during the decade after Cogan and Goldhammer. They find and generate the imperatives beyond the practice itself that stake out the domain of the clinical approach to supervision (Garman, 1982). The underlying concepts are namely collegiality, collaboration, skilled service and ethical conduct.

Collegiality

This concept has been largely explicated in the previous section. To be specific, collegiality is a particular state of mind developed during the face-to-face encounters between supervisor and teacher. It is not the amount but the quality of time spent that make the interaction of both parties special. Those participants who bring a particular state of mind to the situation will set the mood and form for the quality of their experience. The genuine collegiality is possible when the supervisor and teacher become "connected participants" (Garman, 1982). They both sense and develop the spirit in the supervisor-teacher relationship that allows to connect each other.

Collaboration

Collaboration is required in order to obtain an "educational alliance" in their professional activities among supervisor and teacher. It involves a genuine participation in which both supervisor and teacher share a common language and perception of the events from a similar frame of reference. This kind of

collaborative agreements and efforts should be evident throughout the procedures in the clinical supervisory process.

Skilled Service

The clinical supervisory practice is based on the assumption that the supervisor understands the nature of the relationship with teacher and can make sense out of the events skillfully. This is confirmed by Cogan (1973), Goldhammer, Anderson and Krajewski (1980) and Glickman (1985) that supervisor must possess knowledge bases in administrative theory, communication skills and inquiry skills. According to Garman (1982), there are at least five different modes of inquiry necessary for supervisory practice: discovery, verification, explanation, interpretation and evaluation.

Ethical Conduct

Both supervisor and teacher require a constant exercise of discretion and judgment in the supervisory process. The professional relationship between them is privileged and confidential. Instructional supervision should be conducted in an ethical sense that "through standards of behavior so that those involved can be confident in knowing that a professional attitude will maintain trust and protection" (Garman, 1982:52). On the basis of this ethical conduct, both the supervisor and teacher can make the conscious choice on every act during the process.

Theoretical Framework

This is a descriptive case study that will present a detailed account of clinical supervision operated in a particular aided secondary school in Hong Kong. There is no local research conducted or generalization established in the model to guide the conduct of this study. In order to carry out this study in a sensible and direct way, a theoretical framework is derived from the literature review in previous sections. The following framework serves as a directive to guide data collection for the purposes of describing the clinical supervisory process intact in the school, and making the proclaimed feasibility dependable.

There must be a supervisory program in any school. A characteristic of an effective school is having an effective supervisory program. This program will be designed for teachers and serve the following objectives:

- a. to nurture a collegial relationship between the supervisor and the teacher;
- b. to evaluate formatively the teacher's classroom performance;
- c. to enhance teacher's professional growth on an individual basis.

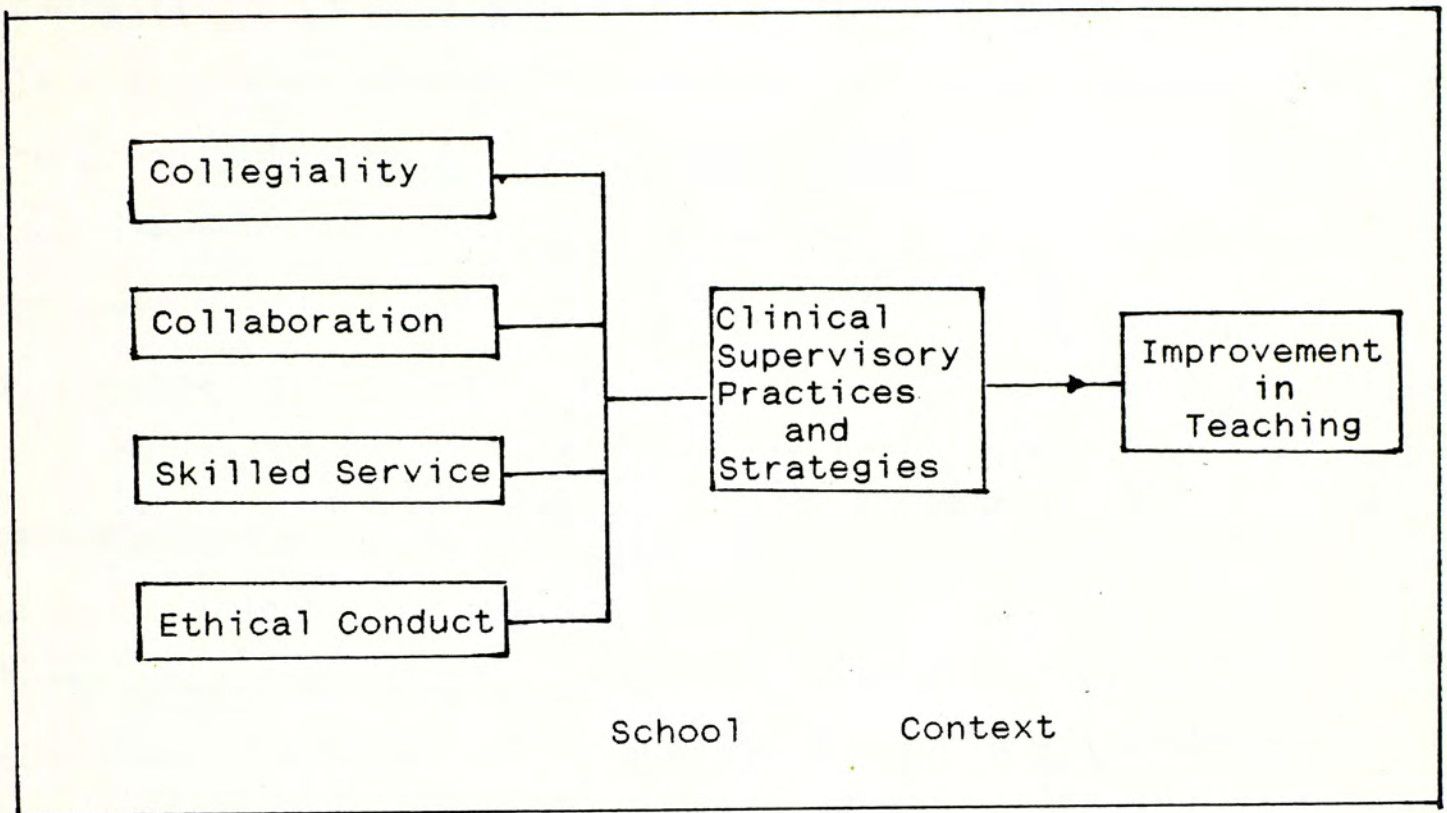
It is not enough to have an effective supervisory program only. Teachers grow in the school in a "nested structures" with contexts in students, colleagues and profession. Colleagues play an important role in a teacher's professional growth. The whole supervisory process in the school should be examined in her particular context, making special reference to the nature of

teachers' interactions and relationships, stratification of teachers in the school hierarchy, formalization of curriculum and pedagogy, and the decision-making structure in school (Grimmett and Crehan, 1990; McFaul and Cooper, 1983). These factors will be observed whether they are existing favourably in the school.

These factors can be confirmed in favour of clinical supervision to be used in the school if the following attributes can be identified. Teachers interact in a collegial relationship. They work collaboratively as equals rather than in a distinct hierarchical structure. There is flexibility in curriculum and pedagogy allowing teachers to find effective styles in a personal way. Teachers can make decisions in a pro-active way rather than reactively. If these favourable contextual factors prevail, clinical supervision can be effective and productive. Teacher can learn and improve in teaching.

Collegiality, collaboration, skilled service and ethical conduct are the essentials that stake out the domain of clinical supervision (Garman, 1982). If the clinical supervision model can be adopted as a supervisory program fulfilling the purposes stated above, there is a collegial relationship between supervisor and teacher, they will work collaboratively in an ethical way. Teacher will improve through supervisor's skilled service and guidance.

The above conceptual underpinnings can be formulated in the following diagram:



If clinical supervision is a way of helping teachers to improve their teaching, then the cycle of it is designed to make it operative (Cogan, 1973). The number of steps vary in the three models proposed by Cogan (1973), Goldhammer, Anderson and Krajewski (1980) and Krajewski (1982). Those main steps in common are pre-observation conference, classroom observation, analysis and strategy, post-observation conference and follow-up activities. The rationale and strategy in each of these steps are fully developed by the three authorities. For the purposes of this study to examine the operation of clinical supervision in the school, each of the common essential procedures with its elements is

reviewed from the literature of those three authorities. These elements will serve as guidelines for researcher's field observation to facilitate data collection. It is not going to place any value judgment to the existing practices discovered in the school under this study by making detailed cross reference to each element. The outline of each procedure is presented as follows:

1.Pre-observation Conference

The rationale of this component is "to provide a mental and procedural framework to follow" through the clinical supervisory process (Goldhammer, Anderson and Krajewski, 1980:33). The purpose is to assess how the lesson will be implemented and to establish context characteristics for the observation of teaching. This is also to confirm the reasons and purposes of the observation, and the method, form and time of observation. The strategy for this stage would be:

The objectives for observation should be collaboratively determined and understood. The better the supervisor knows the teacher's intentions, reasons, doubts and motives, the better the teacher functions in his or her own terms.

2.Classroom Observation

The rationale for classroom observation is that "the supervisor occupies a position from which to render real assistance to teacher, in teacher' terms, and according to specific observational foci and instrumentation" that may have defined in

pre-observation conference (Goldhammer, Anderson and Krajewski, 1980:37).

The unit of analysis and the unit of observation is a teacher and his teaching performance. The context of analysis is within a classroom in which the teacher being observed. The classroom behaviors of teacher will be recorded by the supervisor. The technique involves writing in narrative form or in the other way everything observed that is relevant to the focus and purpose of the observation.

The strategy for this stage would be recording what has been observed in order to provide feedback to the teacher. Observation should create opportunities for supervisors to help teachers reflect on their own perceptions and judgments about their teaching.

3. Analysis and Strategy

The rationale for analysis on what has been observed is to show that supervision is an essentially rational practice. The methods employed are based on logical reasoning and for the sake of understanding the true events in order to exercise greater control over future events in teaching. Teacher's anxieties and mistrust can be alleviated. The rationale for developing strategies in this stage for the following post-observation conference is to plan in advance in order to protect the interests of both parties. Teacher's confidence is inspired and supervisor's responsiveness is enhanced. On the other side, it is better for the teacher to compose ideas beforehand, to set priorities and to screen issues to

be raised in the following conference. The post-observation conference will be emotionally important for the teacher, the conduct of it should be considered carefully in advance.

Goldhammer, Anderson and Krajewski (1980:96-97) suggest the following criteria for the supervisor to determine which teaching patterns to discuss with the teacher:

- a. Teaching patterns and related issues should be salient because they will have the greatest effects on students' learning and will be perceived as important by the teacher to his or her teaching effectiveness.
- b. Teaching patterns should be few in number as time available for the conference is limited and the teacher has finite patience and capacity for assimilating ideas.
- c. Teaching patterns should be intellectually and emotionally accessible to the teacher for analysis and treatment. This will make effective and efficient use of supervisory time. Moreover, it will give more confidence for the teacher in the supervisory process.

4. Post-observation Conference

The rationale for this conference is to show support to the teacher in the collegial relationship. Supervisor's constructs concerning teacher's performance become public and open to examination by both parties.

The strategies to be used in the conference are:

- a. The setting of the conference should be in a place where a minimum of interruption will occur, with time and place mutually

agreed in advance with the teacher.

b. The atmosphere will encourage a free flow of ideas that will foster in the teacher a spirit of inquiry, making him or her thoughtful about his or her work for the sake of improvement.

c. The focus is on constructive analysis and the reinforcement and praise of effective patterns rather than on the criticism of ineffective patterns.

d. Analysis of teacher's performance should be kept problem-centered and maintain mutual respect in view of differences in personality and educational beliefs.

e. Supervisor should provide teacher with feedback using objective and pertinent observational data and elicit the teacher's opinions and feelings about the data, without any predetermined value judgments.

f. Supervisor should assume a reactive role in asking clarifying questions, paraphrasing ideas, answering questions with specific information, and using teacher's ideas.

g. Supervisor helps and supports the teacher to decide on the changes on weaknesses and reinforce the teacher's announced intentions to change when the supervisor agrees with the changes.

5. Follow-up activities

Supervisors should focus on aspects of teaching that are problematic. Follow-up visits may be necessary or guidance on teaching methods may be essential, and the like as the case may be. The issue is on formative purpose to seek improvement in teaching.

III

METHODOLOGY

Research Design

This study attempts to depict the essential procedures in clinical supervision exercising within a secondary school context. The focus of investigation is on those behavioral and interpersonal elements found between supervisors and teachers as reflected in the supervisory process. This study will be conducted by an exploratory case study as it can satisfy the criteria as proposed by Yin (1989:23) that a case study is an empirical inquiry that:

- a. investigates a contemporary phenomenon within its real-life context; when
- b. the boundaries between phenomenon and context are not clearly evident; and in which
- c. multiple sources of evidence are used.

The study will be executed in the aided secondary school in which the researcher is teaching. The school has a supervisory program to all those newly appointed teachers and which consists of two parts. One part of the program is to assign a senior teacher acting as a "mentor" to help a new teacher throughout the year. The senior teacher will help and give advice on any query arising from the new teacher in adapting the new school life. The other part of the program will be one similar to that in clinical supervision. The exercise of classroom observation will be conducted twice during the year. Each teacher will be arranged to be observed by the principal and panel chairperson. The procedures to be taken in this supervisory practice are not distinctively

evident. The responses and feelings of teachers are unknown. But the program has been routinized annually without deserving any concrete justification. It will be beneficial to the school if these "clinical" supervisory practices can be studied in a systematic way. What the more important is, this study can be a "revelatory case" (Yin, 1989:48) in which there is an "opportunity to observe and analyse a phenomenon previously inaccessible to scientific investigation".

In addition, access to informants will be guaranteed and maximized as the researcher is one of the members known to them. Moreover, the school contextual factors can easily be understood and analyzed by the researcher. The whole study can be conducted as a natural inquiry without any manipulation of treatments, subjects or behaviours.

Role of Researcher

The researcher will conduct the study in a capacity of "observer as participant" (Merriam, 1988:93). The researcher's observer activities are known to the supervisors and teachers and supported by them. The researcher's participation in the supervisory process is consciously kept to a minimum. The major role of the researcher is an information gatherer. The researcher can have access to the operations of the clinical supervisory practices in each pair of subjects and to the information revealed by the process.

Before the conduct of the study, the researcher will make an expressive agreement with supervisors and teachers concerned to cooperate and participate in the study. What an importance is to make clear that all participants are kept anonymously and all information will kept confidentially and solely for research purpose.

During the process of meeting with the teacher, observing classroom teaching, and discussing with teacher after observation, the researcher will act as a "shadow" of the supervisors to observe and take field notes wherever necessary on the conduct of the procedures. The dialogues between supervisors and teachers and classroom teaching will be tape-recorded.

Sampling

The unit of analysis in this study is a set of clinical supervisory procedures exercised by an instructional supervisor and a teacher. Each pair constitutes a case for investigation. There is no way of estimating the probability that each teacher or supervisor in the school has of being selected in the sample. Moreover, there is no assurance that every teacher has some chance of being included in the study. Random sampling used in statistics is not an appropriate one while nonprobability sampling is the method of choice used in qualitative case studies (Merriam, 1988:47).

Subject to the constraints of time and effort in the study, it will be impossible to examine all the cases and get much detailed

information to make generalizations from a sufficiently large sample. Indeed, the researcher faces the most typical problem of small sample size in using qualitative methods. In solving this, the researcher intends to use the purposeful sampling which is the most common form in nonprobability sampling (Patton, 1980). Under purposeful sampling, the strategy for dealing the problem of representatives under conditions of small size is to maximize the variations in case selection (102).

By adopting this maximum variation sampling strategy, the researcher chooses three subject panels namely in English Language, Integrated Science and Economics, representing the differentiating academic streams in arts, science and social science. It expects to find different orientations regarding to subject content and pedagogy. Performance in teaching these subjects also varies. The panel chairperson and two teachers in each panel are invited to participate in the study. Altogether, there will be six sets of clinical supervisory practices to be dealt with.

Data Collection and Instruments

The raw data in this study consist of detailed descriptions of events, participants and their interactions in the clinical supervisory process; observed behaviours and direct quotations from participants about their experiences, feelings, intentions, beliefs and thoughts.

According to Patton (1980:43), the depth and detail of qualitative data can be obtained only by getting close, physically

and psychologically, to the phenomenon under study. The commitment to get close, to be factual, descriptive and quotative is significant to represent the participants in their own terms. It is a process to learn and discover what is happening. It is the researcher's task as well as the theme in this study to find out what is fundamental to the supervisory process under observation. The researcher will follow the participants during the conduct in each procedure and record all interchanges taken place in designed field notes (Appendix I). In order to facilitate observation and recordings, the researcher devises some guidelines for the purposes and they are developed from the literature (Appendix II).

What the most critical instrument in this study is interviewing. The purpose of interviewing is to enter the supervisors' and teachers' perspectives about their feelings, thoughts and intentions. The assumption is that those perspectives are "meaningful, knowable, and able to be made explicit" (Patton, 1980:196). After the completion of each set of supervisory procedures, an interview will be conducted for supervisor and teacher on individual basis. It will be conducted as a standardized open-ended interview (198) in which consists a set of questions arranged with the intention of taking each respondent through the same sequence. Each respondent will be asked with same questions in essentially the same words.

The standardized open-ended interview is used because of limited time and it is desirable to have same information from each person interviewed. It will also serve the following purposes:

- a. to feel more confident for an investigator new to collecting data through interviews,
- b. to minimize the interviewer effects by asking the same questions of each respondent,
- c. to reduce interviewer judgment as the interview is systematic,
- d. to make data analysis easier because it is possible to locate each respondent's answer to the same question rather quickly and to organize questions and answers that are similar.

In order to elicit useful information from the respondents, two interview schedules are devised for supervisors and supervisees respectively (Appendices III and IV). Questions to be asked in the interviews are mainly:

- a. Opinion/value questions -- these questions aim at understanding the cognitive and interpretative processes of participants in the program, and their values in perceiving teaching and school context.
- b. Feeling questions -- these questions aim at understanding the emotional response of teachers to their experiences and thoughts. There is an implicit assumption that teachers can give their emotional responses spontaneously.
- c. Background/demographic questions -- these questions aim at eliciting the personal attributes of the supervisors and teachers and these will form the basic descriptions of the subjects in the study. (Merriam, 1988:78-79)

Data Analysis Method

Data Base

The following sources of data form the base for analysis:

- a. field notes and recordings;
- b. interview logs -- substances of the responses; and
- c. official documents -- the administrative handbook of the school, principal's memo, and the report forms on classroom teaching.

For ethical reason, the subjects in this were treated in anonymity. For the convenience of analysis, they were designated as follows:

<u>Panel</u>	<u>Supervisors</u>	<u>Supervisees</u>
English Language	Ho	Wong, Chan
Economics and E.P.A.	So	Fan, Cheung
Integrated Science	Yeung	Woo, Lee

Researcher's observation will be recorded in field notes to obtain first-hand information. Interviewing can enter participants' perspectives and frame of reference. Field notes will be taken in details with reference to the guidelines. Interview tape-records will be transcribed to extract the substances in informants' responses. Verbatim transcription is impossible as time and effort cannot be afforded.

It is important that the meanings derived in those qualitative data obtained are valid and right. The findings in this study will be analyzed by the following tactics:

a. Triangulation

This involves a range of procedures that the research can use to increase the strength of observation (Sowden and Keeves, 1988). This can be done by obtaining different sources of evidence, using different methods or operating at different levels of the school. In this study, triangulation will be done in the following ways:

1. data responses from different roles: instructional supervisors and supervisees
2. data collected through different methods:
tape recordings, interviews, documents

b. Weighing the Evidence

The circumstances of the data collection will be directed in the following ways so as to strengthen the quality of the data (Miles and Huberman, 1984):

1. data collected later after procedures completed
2. data reported firsthand
3. data from observed supervisory activities
4. the researcher is trusted
5. data collected in a formal way
6. data is volunteered to deliver
7. response directed right to the researcher

General Analytic Strategy

In order to attain the objectives of this study, the general analytic strategy is to develop a descriptive framework to present findings in a logical way. To be specific, the clinical

supervisory practices will be described in the following structure:

1. School profile -- to describe the current operation of the school with special reference to the instructional supervision program existing.
2. Personal profile -- to describe basic personal information in each supervisor and supervisee.
3. Personal perspectives -- to describe teachers' perspectives in school context:
 - a. the nature and patterns of teachers' interactions and relationships,
 - b. the administrative hierarchy existing in the school,
 - c. the formalization in curriculum and pedagogy existing in the school, and
 - d. the decision-making patterns and structure among teachers.
4. Frame of mind -- to describe the mood set for clinical supervision: what purposes understood, role expected, and relationship between supervisor and supervisee.
5. To describe in details each of the clinical supervisory procedures. Questions on their values, opinions and feelings on the participants' behaviours and interchanges will be asked in interviews. Substances in responses to these questions will be transcribed. They will be presented in *italics* for contrast.
6. Any reported improvement on teaching will be described in teachers' perceptions and fidelity.

Internal Validity

Internal validity depends on how the findings match reality under study. Reality is a multiple set of mental constructions made by humans (Lincoln and Guba, 1985). It is important to understand the perspectives of those involved in the phenomenon of interest, to uncover the complexity of human behaviour in a contextual framework, and to present a holistic interpretation of what is happening (Merriam, 1988:168). In this study, it describes largely in perspectives and frames of mind of supervisors and supervisees on contextual factors. It hopes to discover their mental constructions in response to behaviours and interchanges during the process.

Reliability

It is hard for the others to get the same result in another school. Rather than demanding outsiders to get the same result, Lincoln and Guba (1985) proposes that given the data collected, it is better for outsiders to agree that the results makes sense. The results are consistent and dependable.

External Validity

It measures the extent of findings applied to other situations. It depends on how the results can be generalized. It is difficult in qualitative studies to generalize its findings to other schools with different contexts. In this study, it makes no sense to transfer the experience to other school. What the most

importance is to understand the particular case in depth. It is for the reader or user to apply to his situation subject to the teachers and school context in particular. If we think in terms of the reader or user, external validity will be maintained by this reader or user generalizability (Merriam, 1988:177) To enhance the possibility of this case study's results generalizing to other school, the researcher provide a rich decription of the study's context.

IV

FINDINGS

This study investigates how three instructional supervisors interact with two teachers in each subject panel in order to help them improve in teaching. Altogether there are six sets of supervisory practices observed for the purpose of this study. In order to maintain internal validity as high as possible, the findings in this study are presented closely and objectively to match the reality in the school. It is crucial to describe participants' feelings, intentions, beliefs and thoughts by entering their perspectives. These will be recorded through interview questions and the substances of responses are extracted. In order to represent the participants in their own terms, the report is committed to descriptive and quotative. Verbal interchanges in conferences and responses to interview questions are transcribed in quotations with their own wordings.

Findings in this study are reported in four parts. The first part contains the school profile and participants' perspectives in school context with special reference to staff relationships, and effects of administrative structure on teaching roles. The other three parts report on the six sets of supervisory practices with two sets for each subject panel found in each part. Observer's comments may add to illustrate if considered necessary.

The four imperatives of collegiality, collaboration, skilled service and ethical conduct in clinical supervision, and the

supervisory procedures are discussed in the following chapter. By the end, potentialities and limitations related to clinical supervision are proposed.

School Profile

The study was conducted in a standard aided secondary school with 30 classes in F.1 - 7. Students in F.1 and F.4 entered the school through the central allocation system while students in F.6 were enrolled by their results in Hong Kong Certificate of Education. In the lower form levels F.1 - 3, students were streamed into three groups according to their academic performance: the best ones put in E and F classes, the weakest ones put in A and B classes while those in the middle level put in C and D classes. For F.4 and 5 students, the school offered three academic streams: Arts, Science and Commerce. Students opted for one of these streams in accordance with their interest and related academic subject results. School days were organized in a cycle system in 6 days from Day I to Day VI. Each school day had eight periods.

The principal, with vice-principal in assistance, was responsible to oversee the running of the school. They handled the administrative work and supervised the work of the eight standing committees and various subject panels. Each of those standing committees were headed-up by a senior teacher to organize various functions in academic affairs, discipline, religious activities, moral and civic education, community relations, counselling and guidance, extra-curricular activities and management services.

Altogether there were fifty-one teaching staff in the school responsible in various subjects in languages, science, social science, commerce and culture. The work connected with each subject was handled by a responsible panel chairperson and a coordinator in each form level. Each form coordinator was responsible for the teaching progress, teaching materials, and handling all matters with teachers at the same form. Together with those committee conveners, the duties related to all those responsible posts in the school were laid down in its Administrative Handbook. This handbook served as a directive to the general administrative operation of the school. Among the duties of the subject panel chairperson, three of which were:

- a. To check on the performance of panel members and reflect it to the principal when required.
- b. To observe new teachers teach if and when necessary.
- c. To assist teachers who newly join the school.

For those new teachers and teachers newly joined the school, the school provided special care in helping them to adapt, participate and contribute to the school and teaching life. At the beginning of the academic year in September, the principal would assign two senior or old teachers acting as "mentors" to each new teacher. He announced also that each new coming teacher would be observed in classroom teaching by him and panel chairperson each at least once in the year. He emphasized that classroom observation was one of the measures to raise students' academic standard.

There would be "observation of lessons plus follow-up discussion" in order "to improve on teaching methods".

Administrative Hierarchy and Staff Relationships -- Teachers' Perspectives

The administrative hierarchy and its effects on the role of a panel chairperson were perceived by supervisors as:

- Ho: "Within the formal structure, the status of the principal, vice-principal, committee heads and subject panel chairpersons were obvious. They were recognized in workload and teaching by occupying the posts while it might be unfair to those colleagues performing well and with heavy workload but not in such posts."
"In the English panel there were fresh teachers and experienced teachers working together. Those experienced teachers might be other panel heads or senior teachers. It created pressure to those young teachers acting as form coordinators in making decisions. Sometimes, it would be difficult for me to reach consensus."
- So: "At the top management level, the role of principal as a leader was obvious. At the middle management level, the roles of committee heads, panel chairpersons and senior staff were not distinct. They worked collaboratively in school tasks."
"As a panel chairman, I would work with my members as if on the same rank and with mutual respect. I would consult them as much as possible. Even though the principal identified himself strongly as a leader, he didn't enforce by his authority towards us. It didn't affect my role and attitudes at all."
- Yeung: "The principal and vice-principal were two distinct roles in school hierarchy. There was not clear distinction among those panel heads, committee heads and senior staff. They worked together with other colleagues."
"Even though I was the panel chairperson, our cooperation was not based on authority but on rationality and reasoning in carrying out our work. My role had no effect on our relationships."

Observer's Comments:

The principal has a distinct role in school leadership. As panel chairpersons, all the three supervisors realize their

identities and role in formal authority but they maintain a staff relationship in working with teachers. They try to work collaboratively as a team with fellow members.

The administrative hierarchy and its effects on a teacher's role was perceived by supervisees as:

Wong: "The hierarchy could be divided into three strata: the principal at the top, those panel chairpersons and committee heads at the middle, with other teachers at last."
"It had no effect on my teaching role but I just felt pressure and time consuming in carrying out those committee duties."

Chan: "I didn't feel any adverse effect brought by our administrative structure and we worked together with principal, vice-principal, and senior staff. I didn't care about it and I felt happy working here."

Fan: "Hierarchy existed here but it was not bureaucratic. I perceived the principal was at the top, followed by the senior staff in the administrative level, and most teachers at the lowest level."
"At present, this stratification didn't affect my teaching role at all."

Cheung: "The role of principal was obvious. All other staff seemed to work together at the same level. There was no clear distinction between different roles. I were glad to observe that senior staff bearing heavier workload."
"I put much efforts in teaching and caring my students and the school hierarchy had no effect in my teaching. As a teacher at the lowest level, sometimes I had less tendency to voice my opinion out."

Woo: "Principal was distinctive as the head of the school with a distance to us. The vice-principal and all other staff seemed to work in equal status. Within our panel, I felt no stratification between chairperson and members either."
"I had less tendency to communicate with principal either formally or informally as I felt distance with him. It was easier and free to exchange views with my panel chairperson. She respected our relationship and made sense."

Lee: "There were three administrative levels: principal, administrative level, and other staff. This structure

was necessary for the operation of the school but I found that staff worked cooperatively."

"There was no significant effect on my role as I were not one of the members at the administrative level."

Observer's Comments:

Most teachers perceive the three administrative levels as necessary but it is not bureaucratic and has no adverse effects on their teaching. They work with other colleagues "cooperatively", "together at the same level" and it seems to be "in equal status".

Teachers interacted formally and informally in various ways and through interacting they built up relationships. The nature of teachers' interactions and relationships in the school perceived by the supervisors and supervisees was:

Ho: "Colleagues were hardworking and committed in teaching. But they were too busy to find a time to share and contact each other in a leisure way. By my experience, some of the them were very helpful to me. Heavy workload and job pressure existed and we made a lot of compromise and arrangements in our interactions."

Wong: "Teachers were rather friendly to each other and willing to share even though there were some groupings among them. It was natural for teachers with similar interests, personality or age going together."

Chan: "In general, our relationship was quite good. They were open and frank. We had good working atmosphere here but it was very busy to handle students' problems."

So: "Small groups with common interest existed but it didn't not affect the whole team spirit and team work in the school. For myself, I were willing to listen and understand others, to share my experience and to build up relations with others. Colleagues accepted me. This relationship would affect positively the efficiency of school administration."

Fan: "In general, we had a harmonious working relationship but had not deep personal relationships. We had heavy workload and much time spent on students' problems."

Personal relationships might be found in some groups and committees. As a new teacher, I were not active to know my colleagues well so I had no personal feeling with them. I needed to relate with others in a more active manner."

Cheung: "Teachers were committed in teaching. They were supportive and there was a harmonious working relationship and atmosphere. Personally, they joined into small groups with common interest, within the same committee or same subject, etc. They would know each other well in these groups."

Yeung: "Some teachers formed small groups with common interest or subject, etc and could share in depth personally. Some cooperated at working level in subject or committee. Some knew each other but got less chance to communicate and some might feel isolated."

Woo: "Colleagues were supportive and communicative. We had a high working spirit and free and easy interactions. I felt that they supported me whenever I needed help."

Lee: "Teachers were supportive and helpful. There was a good mentoring system. Most teachers were willing to communicate and concern each other. Having problems in teaching in one would be known to others and they would try to solve in some ways or the other."

Observer's Comments:

Teachers use such positive adjectives to describe interpersonal relations as "helpful, friendly, willing to share, open and frank, supportive and communicative". There exist small groups among teachers but they accept this it as normal and it does not affect teaching. A busy and hard working environment make less chance for staff to communicate.

Under this atmosphere, teachers work and teach together. They bring their personal perspectives to interact with colleagues and supervisors. They interact in the supervisor-supervisee relationships and their supervisory experiences are described as follows for the three subject panels.

English Language Panel

Supervisor: Ho (female)

Personal Profile

Ho had five years in teaching experience and acted as panel chairperson during the last three years. She was a graduate master in Social Science and had professional training in the School of Education in university. In the current year, she was responsible to teach F.6 and 7 English at the matriculation level and F.2 E.P.A. class. She was taking a "Refresher Course for English Panel Chairpersons" organized by the Institute of Language Education from April to July this year.

Personal Perspectives

Teaching. "Students could learn from me and I could teach and develop them in the language. Proficiency in English would be contributive to the society".

Role and Status. "Besides my own teaching, I hoped to influence my colleagues in the panel through formal or informal means to inculcate my belief in teaching: to develop students' proficiency in English language. I had the final say on the curriculum and teaching schedule designed for each level. But I tried to reach consensus in division of labour among colleagues and in deciding our strategy. The present status of the subject within the school was not high and I would strive for more emphasis and resources put in the subject."

Staff Relationships. "Those colleagues teaching in the same level knew and cooperated with each other well. I would arrange formal meetings to discuss matters and invite opinions from all members. During free periods, I would approach form-coordinators to inquire and support about their works. In addition, I tried to come along with them to take lunch, to chat, etc to minimize the hierarchical effect on our relationships."

Curriculum and Pedagogy. "The curricula were formalized and well-established. They were designed subject to our students' academic standard and reference to suggested syllabi from Education Department. The teaching progress and schedule was clear to every teacher. But the teaching strategies and methods were different among teachers. Teachers would adopt the suitable ones subject to the class characteristics and their experiences. I accepted personal styles but they should be good for the sake of student learning."

Frame of Mind

Purposes of Classroom Observation. "For my colleagues, to monitor their teaching progress, to observe their teaching methods, and to offer help expecting them to improve."

Expected role. "My role was to check on teacher's performance and to help them to improve in teaching."

Relationships with Wong. "We had no direct and close working relations as she taught in F.1 classes. I would provide individual concern whenever she had problems in teaching aids, progress, etc."

Personally, we didn't knew each other well. There was not much chance to contact with each other."

Relationship with Chan. "He used to discuss his problems to form-coordinator and seldom with me. I just offered help if he asked for. There was not much contact at the subject level. He was a new teacher and we knew little in each other personally."

Supervisee: Wong (female)

Personal Profile

She was a fresh graduate from university and she had completed the full-time course in Post-graduate Certificate in Education. This was her first year teaching. She was responsible to teach mainly in English and Geography.

Personal Perspectives

Teaching. "Teaching was not only the transmission of knowledge but also development of students. It was also one of the ways to serve my Lord. Whenever I took up a job, I would try my best to complete it."

Role and Status. "Acting as a panel member, I would take part in the panel actively. As I were fresh in teaching English, I would consult my form-coordinator on problems encountered. The English panel was a large one and well established in various aspects within the subject. I had little influence in decision makings."

Staff Relationships. "I had close working relations with all those F.1 English teachers and form-coordinator. We had

discussions relating to subject through many informal ways. We were communicative and collaborative at the working level."

Curriculum and Pedagogy. "The curriculum in F.1 English and such materials as worksheets and assignments were well designed. But there was flexibility in teaching methods, how to use those materials and fulfilling the teaching schedule."

Frame of Mind

Purposes of Classroom Observation. "The purposes were: to examine my teaching performance from another point of view, to remind me those areas neglected, and mainly to help me to improve and teach better."

Expected Role. "I would do all those things just as usual but I would organize the lesson more thoroughly and prepare better. I would teach a good but not disguised lesson."

Relationship with Ho. "I had limited contact with her. I discussed my problems with form-coordinator. We had a natural but not direct working relationship. Personally, we didn't know each other well."

Supervisee: Chan (male)

Personal Profile

This was his first year in teaching after many years working in government. He graduated from a college and had no professional training in education. He had been trained in a college of

theology. He was responsible to teach English in F.2 and 3 and Biblical Knowledge in the upper forms.

Personal Perspectives

Teaching. "Teaching was my major duty here. Parents sending their children here in the hope that they would be trained good in academics as well as in behaviours. It was my duty to raise their academic standard first and then to teach them to behave."

Role and Status. "Acting as a panel member, cooperation with others was very important. I would try my best to fulfill and complete what I should do as resolved in panel meeting. I would tackle any unforeseen problem with panel members. I would try to make progress in my teaching. It was democratic in decision making process and consensus made in a reasonable and rational way. I had a place in the process. Actually, I would consult form-coordinator in problem-solving as I had little experience in secondary teaching."

Staff Relationships. "I had better working relations with form-coordinators than with panel chairperson. I often discussed students' discipline problems and academic results with them. I seldom consulted them with teaching skills or methods which were rather sensitive and personal to me. I would contact Ho in case the problems could not be solved by fellow teachers at the same level."

Curriculum and Pedagogy. "The curriculum and teaching schedules were predetermined and should be tightly observed. There

was a flexibility in arranging tests and making adjustments to the teaching progress whenever necessary. As a new teacher, it was hard for me to follow and I would arrange supplementay classes for students."

Frame of Mind

Purposes of Classroom Observation. "The purpose was to improve the quality of teaching. But it should not be going to criticize and watch over one's teaching."

Expected Role. "I would teach in an usual manner but prepare a little more in lesson planning. I would temporarily put aside students' problems in that period to allocate the time fully to teaching."

Relationship with Ho. "I worked more closely with form-coordinators than with her. We had a general relationship at the working level and I seldom shared my problems in teaching personally to her."

Practice I: Supervisor Ho with supervisee Wong

Pre-observation Conference

Date: 9 October, 1991

Time: 12:53 - 1:00 noon

Venue: Staff Room I

Ho walked to Wong and stooped to talk to her. Wong remained in her seat, put down her work and listened to Ho.

- Ho: I've informed you that there will be a classroom observation on you. Now let's check the date for it.
- Wong: Yeah. Can it be in next Monday with the first period?
- Ho: Which class?
- Wong: F.1E General English.
- Ho: The date will be 14 October.
- Wong: It's okay for me.
- Ho: I'll observe the items according to those on the report form required by the principal. If possible, I want to have your lesson plan, teaching schedule, and your notes.
- Wong: Yeah.
- Ho: Is there anything you want to know?
- Wong: No. Thank you.
- Ho: Thank you.

The conversation was interrupted once by other staff on some business. After the agreement, both parties resumed to prepare their lessons in the afternoon.

- Ho: *"She was natural as she had been informed by the principal about classroom observation."*
- Wong: *"She just came up to tell and agree on the details in the coming observation."*
- "I felt a little nervous and pressure. I expected and would try my best to prepare the lesson. I understood the purpose was to help but not to examine my performance and this understanding made me feel better."*

Classroom Observation

Date: 14 October, 1991

Time: 8:35 - 9:15 a.m.

Venue: Room 5

Class: F.1E (41 students)

Ho: *"I intended to observe how she teach in F.1 English, particularly how she present her teaching content and how to help her students to learn."*
"I would observe according to the criteria in the report form in order to fulfill the school requirements. But basically and essentially, I would emphasize on the teaching content and delivery of the subject matter."

Two minutes before the bell rang, Ho notified Wong that it was time to go up to the class. Ho brought along the report form and a note-book. Walking upstairs, Ho asked whether there would be seats for her and researcher as the class was quite full. Wong smiled and replied that it would be alright.

Students greeted 'Good Morning' to us when we entered the classroom. Ho found her seat at the back at the centre. The lesson started.

The chapter was on 'A Visit to a Zoo'. Wong raised many questions relating to students' experience to the zoo, animals in a zoo, and what could be the sceneries. Many students tried to answer by raising up their hands. When the answers were correct, Wong appraised with 'Yes, good.' or 'Yes, correct.' and wrote the answers on board. Ho looked around the class and followed students' responses. She smiled when some of the students gave an interesting answer.

After the questions, Wong told the class to read the first paragraph in the books. She walked around to supervise them. By

the time, Ho wrote on the note-book and rated on the report form. After several minutes on reading, Wong raised some questions in the passage. Some students could give the answers. Wong directed a question to a girl who sat quiet in her seat. The girl stood up and replied: "Sorry, I don't know." Wong told her to sit down and rephrased the question which was answered by a boy. Ho took notes by the moment.

Wong cleaned up the board and extracted some vocabulary from the text: 'leopard', 'nibbles', 'squirrels', 'paws' and 'cute'. Wong invited students to give their meanings but many students could not interpret them correctly. Then Wong gave the Chinese meanings of those words to them. Ho listened and wrote again.

The lesson proceeded as Wong asked questions on the second paragraph in the text. She walked around to supervise their reading. Then she asked questions on the part they just read.

The bell rang and Wong stopped for a while. Students greeted 'Good-bye' to us and the lesson continued for its second period.

Ho: *"Taking note and rating the form during the observation were my usual practices. It was fresh to record what had been happening in the class and it should be readily assessed. I would put it in details afterwards."*

Wong: *"At the beginning, I felt uneasy about her presence. As teaching proceeded smoothly, I forgot being observed as I interacted with my students."
"I didn't feel much on her attitudes. I just tried my best to complete my job."*

Post-observation Conference

Date: 14 October, 1991

Time: 3:50 - 4:20 p.m.

Veune: Medical Room

Ho: *"I reviewed what I had written down in class. I analysed her performance on two foci: teaching content and teaching method. I tried to confine the coming discussion to the guidelines in the report form."*
"I would let her know what I observed and felt about her teaching. I wanted to help her improve for the benefit of students in learning."
"Those items I raised were subject-related and in use of teaching aids to facilitate lesson preparation and teaching."

Ho put her note-book and the report form on the table and started the conversation with reference to some of the items in the form. Ho appraised that Wong had a good manner and appearance and her voice was clear. She managed the class and kept the discipline well. Wong smiled and said that it might not be true as students tried to behave well being observed. The topic 'A Visit to a Zoo' was clearly written on board and it was clear for students the objective.

Wong asked good questions and students answered well. The instructions given were clear to be followed by students. For teaching aid, Wong used the blackboard at most time. Ho suggested to collect some posters of animals for illustration but Wong reflected it was hard to find large and suitable ones. She had tried but failed to collect. She agreed that large posters would make the topic more interesting. Ho admitted that it was not easy to find and she encouraged Wong to pay more effort.

Ho moved on to the overall comments given to Wong. Firstly, Ho appreciated that Wong had given clear instructions in requesting students to read and answering questions. Secondly, she also appreciated that Wong had a clear layout on board but it would be better to ask students to clean it for the teacher. Wong explained that usually she asked students to clean the board only in transitional time between double periods. They might waste time in cleaning during the period and it would slow down the teaching progress. Ho agreed but it should train students to carry out this classroom duty. Wong nodded.

Ho *"Clear instruction and good blackboard layout were good practices and I hoped she could hold and continue to exercise in her teaching."*

Wong: *"These practices were deliberately done in my teaching as usual. I had thought before the lesson how to present and write well."*

Ho: *"Students could ask more questions at the time she saved from cleaning board by herself."*

Wong: *"She reminded me and I felt good to do so."*

Ho reminded Wong that "when throwing out a question, the response from all students should be attended to. Teacher could not ignore some students on one side of the classroom". Ho demonstrated by turning her head to look around two sides. Wong smiled and replied that this was her habit to look on the right-hand side but it should be changed definitely.

Wong: *"I looked at the right side habitually and I had been reminded by the instructor in School of Education. I needed to change."*

Ho brought to notice that "Cantonese must not be used in an English lesson". Ho observed that Wong had explained some of the terms and sometimes even spoke in Cantonese. Wong reflected that

she was afraid some of the students could not follow in English. But Ho stressed speaking English at all time was essential and suggested Wong might use simpler sentences or words in presentation. Moreover, she recommended that "diagrams can be used to help explain the meaning of words and to give students a deeper impression of the topic". Wong agreed to collect some for the purpose.

Ho: *"It was a language subject and it was very important for the students to read, listen, write and speak in English. Diagrams could help and facilitate understanding the subject matter more."*

Wong: *"Translation in Chinese helped to explain some difficult terms and concepts."
"There was not much time to collect extra diagrams besides those in text. I admitted to put less effort in F.1 class comparatively."*

"There is a good practice to drill students in questions and answers" but "more oral drill on the vocabulary could be helpful". Ho suggested having this drill before the passages were read and this would make students learn easier. Wong clarified that there would be an oral drill at the very end of the double periods and she agreed that this practice was essential to students.

Ho: *"Let students learn to speak more was essential."*

Lastly, Ho recalled that when students answered: "Sorry, I don't know." for questions, Wong should try to prompt instead of letting them to sit down and give up easily. Wong reflected that students were nervous in that period and they hesitated to speak in English. They were more relaxed in normal class periods. Wong felt also a pressure to complete the lesson plan in that period. But it was good for Ho to remind to her to insist on the practice.

Ho: *"Students should have a responsibility to answer questions in their learning and the teacher should insist on it."*

By the end of the conference, Ho asked, "What do you think about these recommendations and what is your idea?" Wong said that in that single period, "the time allocation was not good in completing the topic and she could not give exercises to students to consolidate learning". But this could be done in double periods. Ho encouraged that this was a good experience for future lesson planning.

Walking back to staff room, Wong inquired Ho if there was available source for collecting animal posters and if any class activity could be arranged on the topic. Ho smiled and replied that it might be an interesting task for the panel members to tackle.

Ho: *"It was not only to give comments on her teaching, but also to appreciate her good practices as she really had shown in performance."*

"By my past experience and observing other colleagues, I tried to verify and raise problems in her teaching so to arouse her attention and expect her to improve."

"Giving my recommendations was to help her to improve so that students could benefit and learn better."

"We had an open discussion to exchange our views. She accepted some of my views but some did not and she offered reasons for not doing so. I would insist my views in some good teaching practices."

Wong: *"I felt natural and opened to her feedback on my teaching. She didn't come to criticize and her suggestions made me improve."*

"She acted as an adviser to remind me. I felt to be guided by a supervisor and her role was obvious."

Improvements in Teaching:

Wong noticed improvements in her teaching:

1. To scan the whole class to attend students.
2. To practise more on oral drill in vocabulary.
3. More probing to stimulate students to answer.

Practice II: Supervisor Ho with supervisee Chan

Pre-observation Conference

Date: 1 November, 1991

Time: 11:57 - 12:07 noon

Venue: Staff Room I

Ho walked towards Chan while he was preparing his lesson. Ho greeted Chan and he acknowledged to talk to each other.

Ho: Now I want to arrange a time for class observation.
Chan: Yeah. What do you think about the date?
Ho: Is there a day in the coming cycle which will be convenient to you?
Chan: The coming cycle?
Ho: Let's check out my time-table with yours to make it.
Chan: Okay.

Both of them checked their time-tables to find those periods which could be free for Ho and a lesson for Chan.

Chan: How about in December? Is it too late?
Ho: It's alright if you're too busy in November. But let's confirm the Day and the class for observation first.
Chan: Do you want to observe double periods or a single period?
Ho: A single period. I want to observe your teaching in General English.
Chan: It can be Day V in F.3D and it can change it from an oral class to General English.
Ho: Okay. It is the first period in Day V. In which room will be your class?
Chan: Room 16.
Ho: I'll observe you in general such as your voice, manner, class management, etc. If you have teaching notes and a lesson plan, please submit to me before the class observation. I will also observe your teaching method during the lesson.

Chan requested to repeat and Ho reconfirmed the criteria in observation.

Ho: Is there anything not clear?

Chan: No.

Ho: The exact date will be confirmed later. Now we have agreed on the first period in Day V.

Chan: Yeah, this is the most suitable one for me as the other periods in the cycle may be used for the dictation or test for the class.

At the end, Ho told that researcher would come along to conduct his study and Chan nodded with a smile. (Actually, both parties agreed to participate in the study).

During the recess on 13 November, Ho requested the observation at the first period in Day V on 27 December. But Chan wanted to change it to the fourth period in Day III on 25 November. It would be the first one of the double periods for F.2A in General English. Ho looked at her time-table and agreed with little hesitation as it would be her free period. The date of classroom observation was confirmed.

Ho: *"He shows a little resistance to my observation and he feels uneasy about it."*

"He may be too busy in the month so he appears to be not so cooperative in making the details."

Chan: *"I expect it and prepare it psychologically as it has been told by the principal that I'll observed by my panel chairman."*

"I hope that it will be carried out later as it's too busy. I want to prepare more and better for it."

"She is not encouraging and I hope she can reduce my tension by trying to help but not just carrying out a supervisory duty."

"She should convey the messages that she is coming to understand my problems in teaching and to help me improve."

Classroom Observation

Date: 25 November, 1991

Time: 10:55 - 11:35 a.m.

Venue: Room 7

Class: F.2A (29 students)

When Ho stepped into the classroom, Chan had been arrived earlier and he invited students to greet her. Ho found her seat at the back of the class in the third column. She placed her note pad and the report form on the table and looked around the class.

Chan started the lesson by instructing the students to take out their supplementary notes, pens and pieces of paper and to write their names. Then he wrote on the board 'Present Perfect Tense' and said that this was topic for the lessons that day. He elaborated by stating on board there were three kinds of the tense: 'Past - Present - Future'. Ho listened and looked at Chan's proceedings. She graded on the form and dropped notes.

After about ten minutes, Chan asked students to read their supplementay notes on 'Present Perfect Tense'. After this, he instructed them to make two sentences on papers by referring to the examples in notes Part A. While students were making their sentences, Chan walked around the class and tried to solve students' problems. Ho scanned the class and wrote on the form and pad.

After several minutes, Chan asked students whether they had finished writing. They answered "not yet finished". He walked up to some students to supervise them. A few minutes passed, Chan called students to write their examples on board. Some students hesitated to come up and Chan encouraged them. Some sentences were

written: 'I have received a letter from Hong Kong.'
 'I have just read a book.'
 'I have gone to school.'
 'I have just eaten an apple.'
 'I have just written on the board.'

Chan examined the examples and recited to the class that they were the right ones. Ho dropped her notes down.

For the second part of the lesson, Chan introduced the usages of 'For' and 'Since' with the tense. He wrote on board and explained that 'For' was used for a period of time and 'Since' was used for a point of time. He gave examples to make it clear.

Chan asked students to look at the examples in their supplementay notes Part B. Then he invited students to read them after him. He picked one example to explain: 'He has lived in Tsuen Wan since 1971.' and asked, "Is he still living there?" Students have responses with some in 'Yes' and some in 'No'. Chan corrected them. He gave two more examples on board:

'We have been here since eight o'clock this morning.'
'He has been here since four o'clock.'

Meanwhile, Ho looked around the class with a smile. Again, she dropped notes and wrote on the report form.

As a class exercise, Chan required students to write on papers to answer: 'How long have you been in the school?' Students wrote in a couple of minutes. Chan asked, "Have you finished?" Some students answered 'No'. After a short while, he invited some students to write their answers and two of them gave:

'I have been in this school for two years.'
'I have been in this school since 1990.'

Chan appraised these answers as correct and elaborated further on

the usage of 'For' and 'Since'. He invited some students to give their answers to discuss more.

Chan wanted to move on Part C in the topic but the bell rang. He stopped and Ho stood up and walked up to the front. Students greeted 'good-bye' to us and we left the class.

Ho: *"I took notes for immediate recordings and I might forget later. I tried to observe students' responses by often looking around. I rated on the report form for teacher's repeated behaviours."*

Chan: *"I tried not to see her as she was cool sitting in the class. It was better to observe as a participant but not participate as an observer. I felt she was trying to fulfill her duty only."*

"She better showed an ease facial expression with smiles hanging on her face. She acted as a recorder to extract information in my teaching."

"If having prior agreement, I would accept her taking part in my teaching."

Post-observation Conference

Date: 25 November, 1991

Time: 2:20 - 2:45 p.m.

Venue: Staff Room I

Ho: *"I would complete the report form, examine my notes, and decide the points to raise without hurting him."*
"I would remind and help him what he neglected to do in class"

"The points raised had to be observed in class and should relate to subject, his presentation and explanation of the subject matter to students."

The conference was held in the free period for both Ho and Chan. Ho started the meeting by referring to some selected items in the report form. She pointed out that Ho had a very clear and loud voice. In general, his class management was good. The item 'Knowledge of routines and safety' could not be assessed. As the teaching notes had been distributed before the lesson, Ho had no

chance to inspect and assess them. Objectives of the lesson was confused a little at the very beginning as Chan explained on the three 'Kinds of Tense: Past - Present - Future'. It was clear after he stated that the 'Present Perfect Tense' was the issue. According to the ability of the students, they had many tasks to complete and the pace of the lesson was quite fast for them. The development of the lesson was not good enough but those class activities in making sentences, writing on board and drilling on examples were constructive for them. Chan listened and nodded but gave no feedback.

Then Ho gave her overall comment on the lesson observed. Once again, she pointed out that "the teacher had a clear voice and was able to draw students' attention easily".

Ho: *"He had this quality and it was important to have a clear voice to make students listen and attend easily."*
Chan: *"I had no special feeling on that as I knew myself having it."*

Secondly, Ho indicated that "the explanation of the Present Perfect Tense could be made clearer if more examples were written on the blackboard and students were asked to repeat reading these examples, especially for the structure of 'have + past participle'". Chan explained that as there were examples printed in their notes, he just wrote the structure on board and let students to read the examples in notes by themselves. He did not want to repeat in order to save time and effort. But Ho stressed that students should be asked to repeat reading these examples to familiarize with the structure.

Ho: "To let students understand more fully in using the tense."

Chan: "The time limited and it affected the teaching progress by doing so."

"This practice was fit for this class in particular. I needed to stimulate and draw their attention actively. Their attention span was short."

Ho then stipulated that "students could be motivated if the tasks were made simpler and if more comments given by the teacher. Chan smiled and nodded to agree.

Ho recommended "the use of blackboard could be improved if the layout were clearer by cleaning up those materials already covered and students could concentrate on the current materials taught". She added that it was good to use coloured chalks for differentiating effects.

Ho: "To facilitate student learning in a clear and better layout."

Chan: "Use of coloured chalks and skillful layout would facilitate presentation."

For those examples given by the students, Chan should give more comments and clarification. Take for an example, the sentence 'I have received a letter from Hong Kong' needed to explain its contextual meaning though it was structurally correct. Chan explained that much elaboration in teaching might make students' attention diffused, especially in this class. Usually, he drew their attention by keeping the pace tight, speaking loudly and requiring them to do many tasks during the lesson. Ho nodded but emphasized that it was important to make students clear that sentences should be made correct both in structure and context.

Ho: "Students should learn and English relating to daily experience and common sense."

Chan: "There was hard to explain so much in limited time."

Ho pointed out that the pronunciation of 'n' should be clear in such words as notes, not, now, etc. Chan listened but showed no response.

Ho: *"Students could learn effectively by listening to correct pronunciation."*

Chan: *"I didn't aware of this and I would be alert."*

Ho continued to remind that "when students were asked to do a task, it was preferable to state the time given, such as 5 or 10 minutes, so they could have a better idea of completing their work on time". Chan laughed and said that he intended to do so by keeping them listening and doing during the observation. He did not want much idle time in the lesson. Moreover, by experience students would take advantage of the time given by wandering around, completing by the last minute or even copying from each other. Ho suggested that it would be better to give a shorter time period than no such limit given to students. Chan agreed to practise this in his classes in the following days.

Ho: *"I learnt this in my professional training and this would allocate our time better in lesson planning."*

Chan: *"By experience in this class, it was not effective."*

By the end, Ho invited Chan to give his ideas on the above comments and recommendations. Chan showed no feedback on these but he added that he had given some exercises to students after the two lessons on the 'Present Perfect Tense' and would check them in coming lessons. He would revise the uses of the tense and require students to handle more difficult usages in 'just', 'already', 'still', and 'yet' connected with the tense. Ho acknowledged this would be good for students and supported Chan to do so.

Ho told Chan that the completed report form would be submitted to principal with copies kept by both. The meeting ended and Ho and Chan resumed to work.

Ho: "It was natural and essential to show appreciation to my panel member if he had such a quality and to motivate him to fulfill it to the best."
"I attempted to raise problems related to the subject. In his case, he should give more examples to students to apply and understand firmly on the usage of the tense."
"I recommended some better teaching methods to him, in my own view, expecting him to improve and perform better."
"He accepted most of my views but he defended on the need to write more examples on board as some had printed in notes."

Chan: "I expected to discuss with her and I wanted to know my teaching reflected from a third party. I tried to improve in my weaknesses and some grey areas. If she could point out my problems correctly, I would admit and accept."
"I felt she did not act in a capacity as a helper. She just acted as a supervisor to perform her duty but she should be better to present and speak in such a way to help me improve."

Improvements in Teaching:

Chan noted the following changes:

1. To be more alert in pronunciation.
2. To use coloured chalks for illustrating purposes.
3. To be more cautious in using appropriate examples.

Economics and E.P.A. Panel

Supervisor: So (male)

Personal Profile

He graduated from university and received professional training in Economics. He had been teaching in the school for six years and acting as panel chairman in these two years. He was responsible to teach E.P.A. in F.1 and 3 and Economics for F.5 and 6 classes. Concurrently, he was the Master of Counselling and Guidance and convener of the committee. He had attended various courses in counselling.

Personal Perspectives

Teaching. "Every student possessed talent and could be taught. Every teacher should possess an interest and enthusiasm in teaching and he should try to fulfill the responsibilities at his best. To me, I would derive enjoyment from good teaching."

Role and Status. "Based on my own experience, professional training and observing other fellow panel chairmen, I learnt how to perform my role better. I would keep up the academic results of the subjects, collaborate with panel members in subject issues, respect and help each other to improve in teaching, and build up good interpersonal relationships in the panel. As a panel chairman, I were a leader but not a commander. I would like to reach consensus in decision making and to help members to fulfill

their responsibilities. I tried to be reasonable in leading the panel to run in a healthy and smooth way."

Staff Relationships. "We had formal interaction and communication in the regular panel and form meetings. We had informal interchanges in discussing tests, exam papers, lunch, chats, etc. In general, our relations were not close but rational. Our discussions were subject-related and restricted to problems within the same level. I didn't know well with the other colleagues teaching in different levels."

Curriculum and Pedagogy. "The curriculum for the upper forms was restricted to syllabus in external examination with little could be changed. For the lower forms, the teaching syllabus could be flexibly adjusted to students' ability. There was a variety of teaching methods and strategies available to adopt in upper classes, depending on teacher's experience, time constraint, teaching progress and class characteristics. As there were only two periods per cycle, the teaching method was restricted to chalk and talk at most times. We could hardly finish those workbooks, dictation and note-takings, etc. in competing the time schedule."

Frame of Mind

Purposes of Classroom Observation. "The main purpose was to raise the teacher quality in the school. Both supervisor and supervisees could improve by sharing and learning the teaching methods and experiences."

Expected Role. "It should be four-fold: to be an observer of

teacher's real performance in class; to be a helper in encouraging teacher to improve; to be a mirror reflecting plainly but not distorted the present situation to teacher; and to be a guidance to teacher to grow in preserving his dignity."

Relationship with Fan. "She treated me as boss but not like friend. We interacted formally with mutual respect. We would share problems in teaching but no personal problem. Our relationship was positive and mainly built at working level. Actually, we had not many chances to meet and discuss except in formal meetings."

Relationship with Cheung. "She taught F.4 Economics but I didn't. Though we both taught in F.1 E.P.A., we worked independently on the predetermined teaching plan. We only had discussions in test and exam designs. In addition, she spent less time after school and we had less contact. But she was a matured person and skillful in handling interpersonal relations, our relation was positive and good at working level."

Supervisee: Fan (female)

Personal Profile

She graduated from a British university in Social Science. She had taught for four years but this was her second year in the school. She had no professional training in education but in a certificate course for the special needs in children. She was responsible to teach E.P.A. and English in F.3 and Economics in F.4 and 7 classes.

Personal Perspectives

Teaching. "I put teaching in the first place here. Such activities as discipline and extra-curricular activities were complementary to facilitate teaching. I invested much more effort in teaching my students in academics than how to behave in life."

Role and Status. "I would cooperate with fellow members, express my views on subject-related issues, report on my teaching progress regularly, and enhance his knowledge in classes which he didn't teach. Most decisions on the subject matters were made by consensus in the panel meetings. Everyone carried the same vote in same status."

Staff Relationships. "Interactions and communication limited largely to members teaching in the same form and working in the same staff room. Discussions were made through problems in the subject. There was a distance felt between members and panel chairman but we respected working together."

Curriculum and Pedagogy. "Curriculum in senior forms was formalized and the teaching syllabus was restricted to external examination requirements. Teaching materials were limited to textbooks adopted. The teaching method was rather traditional and mostly in lecturing, subject to the constraints in my experience and low ability in students. Group discussions and outside class activities were hardly organized."

Frame of Mind

Purposes of Classroom Observation. "It was a supervisory system to see whether a teacher carrying out his role properly. It would be helpful to discuss after observation on what had been missed out in practice, how to improve and how to cope with the school requirements with respect to a good teaching."

Expected Role. "I would perform in a teacher's role as I used to be. There was nothing to be changed and he wanted to observe what I would do normally."

Relationship with So. "He was kind, communicative and serious to help in my teaching. He was ready to solve my problems. We had much communication as both teaching in upper forms. But it might be hard to build up personal relationship in such a short time."

Supervisee: Cheung (female)

Personal Profile

She was a bachelor in social science and taught in the school for the second year. She changed to teach after working in business firms for several years. She had no professional training in education. She was responsible to teach E.P.A. in F.1 - 2 and Economics and Chinese in F.4 classes.

Personal Perspectives

Teaching. "Teaching was a dedicated job. I would try my best to raise their academic standard as well as moral standard. I

derived enjoyment from conveying knowledge and at the same time from providing individual care to students."

Role and Status. "As I had little teaching experience and not having full understanding in the teaching syllabus, I contributed little to the panel. My role was to collaborate with colleagues teaching in the same form to prepare at its best. Teaching at F.4 was subject to external examination and I were learning how to teach with the best method. But I found carrying equal weight in panel decision makings independent of my inexperience. Opinions making sense would be accepted. The atmosphere was liberal and democratic."

Staff Relationships. "Members were cooperative and ready to help each other. Our relations were harmonious in working together. In formal meetings, we were frank to reach consensus. I worked with So as a team in teaching F.1 classes and he acted as my adviser. We had less informal interaction since we were too busy."

Curriculum and Pedagogy. "In senior forms, the curriculum was retracted by external examination. But there was a great flexibility in practising various teaching methods and strategies. It was stimulating for me to try out the best one for the students. Curriculum in lower forms was predetermined at the beginning of the year. Adjustments and changes could be made if team members agreed. Teaching methods were often restricted too."

Frame of Mind

Purposes of Classroom Observation. "To understand the teaching performance of a new teacher with a view to encourage his strength and to improve his weaknesses in teaching."

Expected Role. "If it could deserve its purpose, I would perform in a natural way according to my plan. My performance could be fully observed with my weaknesses could be improved."

Relationship with So. "He was a liberal, helpful supervisor. He gave much assurance to my teaching by encouraging me. His advice was constructive. He commented my teaching in a courteous way. I liked to cooperate with him. But personally, we didn't know each other well."

Practice I: Supervisor So with supervisee Fan

Pre-observation Conference

Date: 17 December, 1991

Time: 11:57 - 12:07 noon

Venue: Staff Room I

So walked into staff room with his time-table and a notebook. Fan was preparing her lesson but she stopped when So came up. So smiled and asked for an agreement on the date for classroom observation. Both checked on their time-tables.

Fan: How about 6-7th periods in Day IV?
So: I've F.6 periods.
Fan: How about Day V or Day VI?
So: I've the similar situation. There are F.5 classes. How about the first period in Day II?
Fan: I have an English lesson. It can't for observation as you need an Economics or E.P.A. lesson.
So: How about the third period in Day I? I'll have a F.5 class but I can change it with other colleague. You have

F.4C Economics class and it will be alright. Oh! It's just in tomorrow, is it too hurry?

Fan: It's up to you. I've prepared my lessons.

So: What will you do in that period?

Fan: It will be a revision period on the topic 'Demand and Supply' and its basic concepts.

So: Any worksheet or exercise?

Fan: I'll give them an exercise after the revision to help them consolidate what they have learnt in the topic.

So: It's okay.

An agreement was made and So repeated the details in date, class and topic.

Later in the afternoon, So realized that he made a mistake as he forgot there would be a test for F.5 class in the period agreed and it could not change. He made an adjustment with Fan to change the observation to the 6th period in Day IV on 3 January, 1992. By this time, he changed his F.6 class with other colleague. The lesson for observation was a F.4C Economics class for Fan and she agreed on this arrangement.

So: *"She was easy, positive, and eager to be observed."*

Fan: *"I expected to be observed as informed by the principal at the beginning of the year. I was nervous but it was natural for me."*

"I was surprised he came by the end of the term to observe a revision lesson. It was better to observe a teaching lesson but I accepted this. There would be more skills to be observed in teaching. The skills for revision were rather different to teaching since the topic had been taught and tested. The emphasis was also changed to make students understand more thoroughly."

"He was serious and sincere on the matter."

Classroom Observation

Date: 3 January, 1992
 Time: 1:30 - 2:05 p.m.
 Venue: Room 20
 Class: F.4C (37 students)

So: *"She had been teaching in secondary schools and knew about teacher behaviours, classroom discipline and lesson*

preparation. I intended to observe her skills and techniques in conveying her knowledge in Economics to students."

"By experience, I had been supervised in this aspect. By my professional training in Economics, teaching skills in Economics was critical. But it did not mean that she had not these skills."

In the morning, So came up to Fan to confirm the details of classroom observation. He repeated that it would be the 6th period in the afternoon for F.4C and inquired Fan what the teaching content would be. Fan told him that it was still on the topic 'Demand and Supply' but the issue was on the 'Elasticity of Demand and Supply'. She added that she would go up to class earlier to settle the students. So agreed to show up by himself by the lesson started.

By the time for observation, So stepped into the class and was greeted by the students. He brought with him the report form and some note-taking papers. He sat at the corner to observe the ongoing class.

Fan wrote the title 'Price Elasticity of Demand and Supply' on board and started the lesson. She used both English and Cantonese as media of instruction. So looked at her teaching very carefully.

Fan asked students to help building up the laws of demand and supply graphically on board. She directed her questions to particular students. A supply curve with downward sloping and a demand curve with upward sloping were drawn and Fan discussed how the equilibrium price could be determined. When given a correct answer, Fan appraised students by saying 'Good'. So wrote on papers as the class proceeded.

Based on the drawn diagram, Fan moved to the concept of price elasticity. She asked some students to revise on its definition. It should be the measurement of response in demand or supply when price changed. She repeated that price elasticity (E_d) was '% change in quantity demanded with respect to % change in price'. She reminded students with details in calculations and how to tackle the problems in the coming examination.

Fan cleaned up some part of the board and wrote 'Types of E_d ' on it. She asked students to give the five types of elasticity of demand and explained graphically one by one. She elaborated on the common types of elastic demand and inelastic demand and the three special types: perfectly inelastic demand, perfectly elastic demand and unitarity elastic demand. So looked at the board and listened attentively.

After the five types of elasticity of demand had been explained, Fan gave a remark that the concepts applied similarly to the case of elasticity of supply. She reminded students once again on the points noted in examination. So dropped notes.

By the last ten minutes, Fan distributed a short exercise for the class as a summary on revision. There were three questions on the topic 'Supply and Elasticity of Supply'. She called a student to explain the meaning of the first question: "Is the supply of oysters elastic or inelastic in the short term? Why?" The student stood up with silence. Fan told him to sit down and explained by herself and guided the class to find out the answer. Then she moved on to the Part (a) of the second question: "A medical report

said that local oysters had been seriously polluted and how it would affect the equilibrium price and quantity." One of the students could explain it and Fan guided him to answer. By the way, she reminded them how to tackle similar questions in examination. So was observed taking notes frequently.

The bell rang and Fan stopped the class by giving a short rest to students. Then we left the class after students' greeting.

- So: *"I behaved in class as a student to participate, listen and try to understand what she taught. I avoided to miss some important behaviours on her."*
"I took note to collect evidence on two aspects: good performance and queries in presentation."
- Fan: *"He was serious and attentive in the lesson. I felt serious also but positive to be observed. I sensed that he wrote down what I performed."*

Post-observation Conference

Date: 9 January, 1992
Time: 1:50 - 2:25 p.m.
Venue: Medical Room

- So: *"I would review my notes, identify the problems, to clarify my queries in her concepts formulation, and support my following recommendations."*
"I would decide how to begin the dialogue, to present my views in a constructive way, to talk to her in appropriate wordings without affecting our relationship and to find a suitable time and a comfortable place to hold the meeting."
"In the conference, I wanted to let her reflect, to give my comments and suggest ways for her to improve."
"Items raised would be restricted to those on the report form and those subject specific. I would emphasize on problems relating to presenting the subject matter and minor points would be ignored."

So started the conference by requesting Fan to reflect on her own performance and detect the areas for improvement. Fan thought

for a while and replied that her questioning was not good enough to make students understand fully. She had not provided much chance for students to ask questions in that revision lesson. It would be better to give the exercise before the lesson for their preparation than to give at the end. It would save much time in explaining the questions for class discussion.

So appreciated her self-reflection and agreed her points. He encouraged her to do better as there was no perfect teaching. It was constructive for one to perceive weaknesses in teaching. Then he started to present his views on her teaching performance.

Firstly, So thought that: "it is good to put similar topics for revision. However, you should make sure to have sufficient time to cover all the topics". He pointed out that Fan had spent most of the time on revising 'Elasticity of Demand' but just given a few words on 'Elasticity of Supply'. It would be essential for students to revise the both concepts fully. Fan agreed.

So: *"The two concepts in elasticity had much differences and they should be elaborated fully."*

Fan: *"There was a rush and I lost control in time management under the pressure of being observed."*

By his experience and professional training, So held that "diagram is a useful analytical tool in teaching Economics". But the problem of labelling diagrams was commonly found among Economics teachers. He noted that "a clear diagram with proper labelling can help a teacher to teach and explain a concept with great effectiveness. Diagrams without proper labelling will confuse students and they will learn from teacher's way of drawing diagrams". Fan smiled and admitted that she always reminded her

students to do so but she herself did not. So insisted that this practice was good for the sake of student learning.

So: *"Students would follow subconsciously what a teacher presented in class. I reminded her not to write*

incorrectly on board as it would mislead students unexpectedly."

Fan: *"He reflected a real problem in my teaching. I felt unhappy on that I could not set example for students."*

To move on, So pinpointed that Fan had spent much time on revising the elasticity of demand but less on elasticity of supply. He understood that she had pressure in fulfilling the teaching plan under observation. Moreover, "a specific and suitable time limit should be given to students when teacher instructs them to do exercise. By doing so, students could have a clear target to finish their jobs". The teacher could control the pace of the lesson and moderated the students' participation. It was also good for examination purposes. Fan nodded to agree with.

So: *"It would be effective to control the progress and students' participation in class."*

Fan: *"It should be flexible on this. Some students would take advantage on the last minute and they be forced to finish the work. It was good for responsible students be trained in time management for examination purpose."*

Concerning the use of blackboard, So shared his experience in professional training that "better use of blackboard can be achieved by erasing obsolete material frequently in presenting a new subtopic and grouping related content together rather than scattering on the blackboard". This could make students to concentrate and follow tightly especially for revising lessons in an effective way. Fan also agreed.

So: *"It should remove any obstacle to let students follow and*

concentrate in learning at the expense of wasting some minutes."

So further put forth that there should be two ways in calculating the elasticity of demand (E_d): expressions in percentages or in fractions and students were allowed to use either to work out answers. Fan clarified that she had taught them in both ways and she just tried to emphasize in the lesson that the concept related to percentage changes but not changes in quantity only. For the case of perfectly elastic demand, So suggested "to use another flatter demand curve to ease the explanation but not just giving the horizontal curve". Fan listened attentively.

So: *"I suggested a better way to present the concept in presenting perfectly elastic demand and it was effective in my own teaching experience."*

Fan: *"As I knew my students had understood the concept in previous lessons but I might tried to adopt his suggestion in future."*

Lastly, So appreciated "it is a good idea to ask students to explain the meanings of the questions". This could motivate students with low ability in English language. Fan strongly agreed on this. However, So pointed out that "when questions are met with silence, the teacher could try to rephrase the question or give some clues or more time for them to think instead of giving them answer directly". This would be very important for revision as students had learnt the subject before. Teacher should insist doing so even at the expense of completing the lesson plan. In addition, So suggested Fan that "it would be better to choose questions which are directly related to the content of revision

which was the elasticity of demand". Most of the questions given were not related to the revised topic.

So: *"Asking students to explain questions could master their understanding level in the subject and be effective in stimulating their involvement."*

Fan: *"For a fresh topic, it would be better to give direct answers if students gave no response. This was what the principal's suggested in last observation. The practice of probing would be flexible to apply in different classes. Actually, I usually guided students to answer my questions."*

"The exercises for this revision had been designed for previous lesson but just left over and used here."

By the end of the meeting, So invited Fan's feedback on the issues discussed. She agreed on most of the points and clarified that she had grasped the weaknesses of students in the topic and she tried to help them in the lesson. Moreover, students reflected that they were under pressure in being observed to raise questions. They were passive with little response in that period. So understood and stressed the active participation of students in revision. A better way to require them to prepare the lesson beforehand and a class discussion followed. Teacher's guidance and clarification were deliberately provided.

In a nutshell, So appreciated Fan's eagerness to teach and urge students to learn. Fan smiled and thanked him.

So: *"It was genuine and I felt her eagerness in her teaching. It was precious for a teacher having this attitude."*

"She should realize having good performances and I should not just give her problems. I hoped she would improve through appreciation. There should be a balance in presenting her weaknesses and good qualities. Showing true appreciation might make her feel easier to listen and accept my recommendations to improve."

"It seemed that she was embarrassed and defended in some of my comments on her problems with the case in perfectly elastic demand in particular. In general, her attitudes were normal and fine."

"I were not harsh and meant to hut her. I wanted her to know that I were also learnt and improved from mistakes. I told her what should do to improve."

Fan: *"He was sincere, honest and willing to help me. But I felt a little upset when he pointed out my weaknesses and those things I should do but had not done in class."*
"I felt happy to be appreciated. He reinforced me to perform those good practices recognized in my teaching."

"He was sincere and neutral to give his recommendations which were fair and serious."

Improvements in Teaching:

Fan noted the following changes in her teaching:

1. To fully label diagrams on board.
2. To give time limit for students in doing exercises.
- 3 To try to adopt So's suggested way to explain concepts.

Practice II: Supervisor So with supervisee Cheung

Pre-observation Conference

Date: 17 December, 1991
Time: 12:05 - 12:15 noon
Venue: Staff Room II

So walked into Staff Room II with his time-table and school calendar while Cheung was preparing her lesson. She whispered that she had a sore throat in the day and could not talk too much.

So: I want to make a date for classroom observation with you. It's check our time-tables.

Cheung: Yeah.

So: I want to find a day in coming January after the New Year Holiday.

Cheung: It will be alright for me.

So: I want to observe a F.4 Economics class. Ah, it will be the second period in Day VI on 7 January.

Cheung: It's okay.

So: What will you do in that period?

Cheung: I'll revise the topic on laws of demand and supply with students, preparing for the examination.

So: It's for me to observe how you revise the lesson. I don't want to disturb you any more now. Is there any question?

Cheung: No.

So: Thank you.

So: *"She had not been informed having classroom observation. She was shocked a little but her manner was neutral and natural. She was positive and collaborative in agreeing the details."*

Cheung: *"I had a little query on the timing as I would have revision for students. He didn't mind to observe a revision lesson."*

"He set the atmosphere easy and natural for me and lightened the pressure brought by observation."

Classroom Observation

Date: 7 January, 1992

Time: 9:15 - 9:55 a.m.

Venue: Room 22

Class: F.4A (33 students)

So: *"I knew that she was major in Economics and there would be no problem in subject matter. I would observe her teaching techniques as she had little experience in teaching. Having appropriate teaching skills was important to her."*

Cheung started the lesson by stating clearly that she was going to revise the laws of demand and supply. She told students to open their books or notes to follow in revision. She wrote the title 'Demand vs. Want' on board and called a student to make a difference between the two terms. The student was confused and Cheung made it clear by repeating the definitions and differences between the terms. From these concepts she moved on to distinguish between 'Demand vs. Quantity Demanded'. She invited a student to answer and tried to give hints. The student failed to do. She then explained that demand was a curve while quantity demanded was

a point on the curve. She drew a graph on board to illustrate the difference. So started to drop notes while Cheung was writing.

After this, Cheung wrote 'Individual Demand and Market Demand' on board and directed the question to a student to explain the meanings of them. The student just gave the Chinese meanings of the terms. She dissatisfied with the answer and then she gave some data on quantity demanded at different prices for a certain product. She invited the class to help to prepare a demand schedule and develop the graphical presentation. So scanned the whole class and listened attentively. He dropped notes while Cheung wrote the points on board.

After about fifteen minutes spent on the concept of demand, Cheung stated the definition of demand and called a student to recite it. She told students to bear the concept in mind. Then she shifted to the concept of supply. She cleaned up the board and drew a diagram with supply curve which was upward sloping. She explained it by connecting with the concept in demand. She asked questions on the diagram drawn to make clear the meanings and graphical presentations in equilibrium, excess demand (shortage) and excess supply (surplus). Then she provided a set of data with different prices, quantity demanded and quantity supplied at these price levels. She asked students to illustrate the above concepts with these data on the graph. She elaborated on the concepts with the diagram. So looked around the class and the students around him while they showed their responses.

By the last five minutes in the period, Cheung tried to differentiate the concepts in change in quantity demanded and change in demand. She provided a set of data and showed graphically that a change in quantity demanded should be represented by a movement along the same demand curve caused by a change in price. She gave another set of data to illustrate a change in demand. Graphically, it was represented by a shift of the entire demand curve which was caused by all other factors except price.

Then she asked, "What will be these other factors?" The bell rang and So stood up to signify his leaving. Cheung paused and asked students to greet us goodbye. The lesson continued after we left.

So: *"I tried to act at ease to minimize the influence on her and students. I smiled to show a friendly attitude to make them behave naturally. I listened, looked around the class and took notes in order to record the real teaching and detect the real problems as much as possible."*

Cheung: *"Habitually, I liked having some pressure in my work to perform better. His presence in class exerted a little pressure on my teaching performance but I welcome this."
"I didn't look at him but I felt he was there. I didn't care his attitudes at all."*

Post-observation Conference
Date: 24 January, 1992
Time: 4:30 - 5:00 p.m.
Venue: Medical Room

So: *"I tried to pick out her good performances deliberately. I would appreciate her if she showed such performances which presumably could not be possessed by an inexperienced teacher. I decided how to stimulate her to put more efforts and present my views reasonably, showing more expectation but less criticism."*

So started the conversation by asking, "Would you mind to comment on your own performance in the lesson and what do you think about the areas for improvement?" Cheung reflected that she had planned to revise on those easily mixed-up concepts with the students. She thought that about two thirds of the class were made clearer in those concepts but the rest was still confused with them. The English language problem was a great barrier in their learning. They found difficulties in understanding and answering questions. In addition, Economics was not an interesting subject for them. They were quite passive and detached in classroom teaching.

So inquired Cheung how she would solve the language problem. She had given much assignment provided much explanations on the exercises which they should tackle by themselves. But it did not work. They should keep up their language abilities in some ways or the others. They could not improve their English by learning in Economics. So agreed with her on this issue.

So moved back to present his own observation. He appreciated Cheung some of the practices observed during the lesson. First of all, he appreciated that she had "a tidy and ordered blackboard display in presenting materials". Comparing to other teachers, Cheung had a better use of the board. Cheung nodded to acknowledge.

So: *"It was a good habit to write useful information on board orderly and she used the board effectively as a teaching aid."*

Cheung: *"He reinforced me to present in this way."*

So pointed out that Cheung showed a good questioning technique by which she tried "to probe and follow-up questions" asked on students. Students were urged to think over the answers from what they had learnt. It was positive and effective for revision purposes. Cheung smiled.

So: *"It surprised me for having such good questioning technique practised by her. She was presentable and had self-confidence and students could confided in her teaching."*

Cheung: *"He supported and reinforced me to adopt this technique and I would drill and follow-up students' questions in order to motivate them to learn better."*

But So added that there was a related problem in lacking active participation among students. There was only one student responsible for each question. Other students were ignored and they became passive to involve in class. Other than questioning, it would be better to provide class exercises for group discussions. This would stimulate their thinking and active participation. Cheung agreed without any feedback.

So: *"If students got used to answering by one of them only, most of them would not eager to think and learn."
"Students should be motivated in many ways beside lecturing."*

Cheung: *"His advice was helpful and constructive to me. I was often afraid in time allocation and students' ability in organizing such class activity as group discussion. I would try this in the next term on simple topics to stimulate their involvement in class."*

So stated that Cheung had clear instructions and fluency in speech. Sometimes, she liked to correct the pronunciation on some Chinese words. Cheung burst in laughters and said that she mixed up the roles sometimes as she was also the Chinese subject teacher

in the same class. So realized and agreed that it would be easy to so doing.

So: *"It was normal as a teacher might teach the same class in more than one subject. It was not critical but just to remind."*

Cheung: *"I thought having fluency in speech was inborn to me. I liked students to pronounce correctly in Chinese."*

Then So indicated that Cheung had put down some incorrect materials for illustrating and warning students not to admit them. But it was a danger that students would memorize the incorrect ones. Based on his professional training and experience, "it would be direct and active to write down the correct ways of presenting the materials and just to mention those incorrect ones".

So: *"I could support this saying by my own experience and professional training. I beleived this as a basic principle in teaching Economics."*

Cheung: *"It was a very useful advice to me."*

For the labelling of diagrams, So told Cheung that she had missed proper labels to her graphs drawn. She smiled and admitted. So reflected that he had this mistake also in his past experience and it set bad example for students. Cheung felt it was quick and "convenient" to draw diagrams without detailed labels. So stressed that all graphs should be labelled with price, quantity, demand or supply, etc.; and symbols would be acceptable in examination. He added that if teacher emphasized the labellings, students would follow and draw completed diagrams habitually.

So: *"It was a common mistake found among Economics teachers. Students might learn from teachers in this mistake."*

Cheung: *"It would improve my teaching definitely."*

Lastly, So appreciated that Cheung performed so well as having one year teaching experience. "The students were attentive and her

presentation was skillful". It would be better if she received professional training in education. Cheung burst into laughter and thanked him. She said that she liked to teach others when she was young.

So concluded that if Cheung could take notice of the problems mentioned and improve, her teaching would be more effective. He encouraged her again in trying to motivate greater students' involvement in class. For solving the language problem in the subject, So suggested to hold more group discussions and review past examination papers. Cheung agreed on this and tried to do these in the next term. She would organize study groups among students to enhance their understanding and interests in the subject. So supported these plans and encouraged her to deal with students' problems with more effort if possible, and to cooperative with other colleagues in solving any difficulty.

So: *"I told her that she had potentials to be a good teacher. I motivated and reinforced her to improve and perform better."*

"I made her aware of the problems connecting with those basic and essential teaching techniques in Economics."

"She was frank and open to discussion and my recommendation. We had free interchanges on the teaching principles and I highlighted that Economics was a strict discipline."

"I liked her to reflect subjectively on her own performance before I presented my views. Everyone was eager to speak rather than listen. She would be more acceptable to my following comments. We could move on smoothly and I could justify my observations with reference to my own teaching experience and professional training."

"She was a little nervous, trying to explain why she performed in the ways I observed. But she was ready to accept most of my views."

Cheung: *"He relieved my tension at the very beginning by showing appreciation in my good performance. He encouraged and gave constructive advice. I felt comfortably in the*

meeting and I accepted his comments easily. I needed to improve in my teaching."

"He was positive and supportive. I appreciated his attitudes."

Improvements in Teaching:

Cheung reported she made the following adjustments:

1. To label diagrams fully on board.
2. To form group discussions in class for several periods but stop later as teaching progress slow down.

Integrated Science Panel

Supervisor: Yeung (female)

Personal Profile

She had been teaching in the school for ten years. She was a senior graduate mistress with professional training and having a master degree in food science. For the first five years, she was the chairperson of Science Subjects Panel. By the sixth year, the large panel was divided into four separate panels in Chemistry, Physics, Biology and Integrated Science. She chaired the Chemistry Panel in these years. During last two years, she was appointed to be the panel chairperson for Integrated Science. The subject was offered to F.1 and 2 students only. Accidentally, she didn't teach the subject in the current year but she had been teaching in the subject during the last nine years. She was responsible to teach Chemistry in F.5 and 6., in addition with F.1 English. She had been trained in some courses for middle management organized by the school sponsoring body.

Personal Perspectives

Teaching. "A teacher should try his best to convey knowledge in the subject to students and to serve as a moral reference to students in their lives. Teaching could provide financial support to my living but the most important was derived job satisfaction in my life."

Role and Status. "Being a panel chairperson, I strived a balance

between fulfilling the work requirements and developing the person who was responsible for the work. I placed the priority on building up the relationships with my fellow members. I would not take a strong and hard posture to maintain work efficiency at the expense of breaking the relations and the chance for personal development in my colleagues. I believed that efficiency could be enhanced in built-up relationship. Decisions made in the panel was by consensus or a majority vote on various alternatives available. I would like to invite discussions from members but at the same time I would monitor the whole operation in the panel."

Staff Relationships. "We cooperated smoothly at the working level. But personally, we didn't not know well with each other since most members just came to work here in these two years. The turnover rate of science teachers was high in these years. We had formal interactions in panel and form meetings. Informal interactions in activites were hard to organize in such a busy school life."

Curriculum and Pedagogy. "Curriculum was mostly adhered to the textbooks adopted. Some adjustments were made to difficult topics with reference to students' abilities. The teaching methods were restricted also by students' academic standard such as dictation, vocabulary drilling, worksheets, etc. We were considering to have Chinese translations to some vocabulary for those students with poor language ability."

Frame of Mind

Purposes of Classroom Observation. "The main purpose was to raise the academic standard among students through the improvement in teaching, and to help new teachers to solve such problems as in classroom discipline and teaching method with an aim to improve."

Expected Role. "My role was to detect problems in teaching, to encourage fulfilling one's potentials and to help to improve by recommending necessary changes."

Relationships with Woo. "He made more contacts with form-coordinator than with me. Sometimes I inquired generally about his teaching progress and problems encountered. We had no personal relationship at all as there was no chance to develop besides at working level."

Relationships with Lee. "We had no cooperation in teaching but much in organizing Science Club activities. Acting as advisers, we joined in planning various functions smoothly and happily. Personally, we knew each other more than in last year. We could share in views and be communicative."

Supervisee: Woo (male)

Personal Profile

He was a fresh graduate in science with no professional training in education. He started his teaching carrer in the school. He was responsible to teach in F.1 Integrated Science, F.3 Physics and Maths, and F.6 Physics.

Personal Perspectives

Teaching. "As an ideal, I tried to teach them as much knowledge as possible. But the most important was to help them to fulfill their potentials and lead their lives in the right way."

Role and Status. "As a member, I would reflect the real situation in the subject to chairperson, cooperate with all members in team work, and participate in panel affairs for the benefit of the subject. Whenever necessary, I would give my opinions on changes required. They were ready to accept my sensible suggestions."

Staff Relationships. "There were much interactions on subject matters between members informally. Relationship between us was positive in sense that our views could be freely interchanged. Individual differences in teaching style were respected without breaking the consensus in the overall teaching strategy."

Curriculum and Pedagogy. "Curriculum was heavy to students as there were many things to learn and do. The teaching methods were standardized in dictation, drilling in vocabulary, note-taking, etc. Actually, the curriculum was appropriate but a little demanding to some students with low ability and language problem."

Frame of Mind

Purposes of Classroom Observation. "It was for the panel chairperson to understand the class teaching in general, to monitor consistency among teachers, to solve problems for new teachers and

to help them to teach more effectively."

Expected Role. "I would perform as natural and easy as usual. I would not put extra effort intentionally to make the lesson 'better'. I were open and frank to her comments with a view to improve and not fear to hurt our relations."

Relationships with Yeung. "I made more contacts with other teachers at the same level on subject matters than with her. There was no common interest to develop personal relationship between us. We had some contacts through the discussion on my class in F.6 as she taught them Chemistry."

Supervisee: Lee (female)

Personal Profile

She was a bachelor in science with major in Biology. This was her second year teaching in the school. She planned to have professional training in next year. She taught F.2 Integrated Science, F.3 and 7 Biology and F.5 Human Biology. She was the Form Two Coordinator in the subject.

Personal Perspectives

Teaching. "My motivation in daily teaching was to convey what I had learnt to students. Through informal teaching, I intended to help students grow, guide them in school life, and influence them in their values."

Role and Status. "As a form coordinator, I would liase with fellow teachers and laboratory technicians for better coordination

in the teaching schedule. In addition, I acted as a communication channel between chairperson and members to give feedback for both sides on all subject-related issues. But my status was not high with respect to decision making. I would put forth suggestions but acceptance or not based on consensus with respect to its practicability and relevance."

Staff Relationships. "Besides formal meetings, we could cooperate and communicate in pre-labs, make daily contacts on subject matters, and remind each other the teaching progress, precautions in experiment, etc. I worked closely with the other colleague teaching in F.2. feeling with a strong sense of involvement. Those four teachers in F.1 were also active in communications. Although panel chairperson had no class in the subject, she still could understand our problems by her rich experience."

Curriculum and Pedagogy. "The teaching schedule was determine at the beginning of the year. It could be changed subject to such factors as students' standard and teacher's experience. Basic topics should be covered but more topics could be taught to particular classes. The pedagogy for F.2 Integrated Science was mainly by experiment and demonstration in a discovery or exploratory approach."

Frame of Mind

Purposes of Classroom Observation. "It was to share and communicate with supervisor in teaching methods, class managment,

etc. It was for the supervisor to give advice and comments. Moreover, it assured the teaching standard and student learning of the school."

Expected Role. "I would play the role and perform what I usually did."

Relationships with Yeung. "She was an experienced teacher from whom I seek for help in my teaching and daily routines. She monitored all work in the panel. Personally, we got along easily and knew each other. We would chat, take lunch together, and interact in a normal and courteous way."

Practice I: Supervisor Yeung with supervisee Woo

Pre-observation Conference

Date: 12 December, 1991
Time: 10:10 - 10:15 a.m.
Venue: Staff Room I

Yeung stepped towards Woo while he was preparing his lesson. Having noticed her coming, he stood up and welcome her.

Yeung: I want to check with your time-table to find a suitable time for classroom observation.

Woo: Here is my time-table.

They checked and found the periods which could fit.

Yeung: Is there F.1E class in coming Day I?

Woo: Is it 18 December?

Yeung: Yes. It shows that you'll have 1E class in the afternoon.

Woo: Yes. By the last two periods.

Yeung: I'll observe one of these two periods.

Woo: It's okay. It will be Day I, 1E Integrated Science, next Wednesday.

Yeung: Yeah. Thank you.

Woo: Thank you.

Yeung: "His attitudes were good. He prepared and expected to be observed by me."

Woo: "I expected the observation and I felt no pressure. I opened to her observation and I thought she should know my teaching, my class and how it was going on."
"I felt she just wanted to carry out her duty. She showed little enthusiasm on the matter. It might be due to her personality and way of expression."

Classroom Observation

Date: 18 December, 1991

Time: 2:05 - 2:45 p.m.

Venue: Integrated Science Laboratory

Class: F.1E (39 students)

Yeung: "I intended to observe his classroom management as I had received many complaints on discipline problems for lower form classes in laboratory during these years. Moreover, I would observe his teaching methods and teacher-pupil relationship."

"There was no doubt that he possessed much knowledge but I didn't know whether he could convey it to students effectively. I emphasized the building up of teacher-pupil relationship and a well-disciplined class which would facilitate teaching and learning. I had been observed in these aspects in my professional training."

When they walked upstairs, Yeung asked Woo that how he would use the time in the coming double periods. Woo intended to revise the topics on 'Properties of Substance' and 'Expansion and Contraction in Substance' for one lesson. During the second period, he would conduct an experiment on 'Heating of Gas' to show the effects of expansion and contraction of gas in heating.

When we entered the laboratory, students stood up to greet us. Woo spent a few minutes on clarifying the test dates and details in coming January. He started the revision by asking students to recall on the experiments done in last periods. Many students spoke out with many ideas and then Woo called a student to give his

answer. He repeated the details of the last two experiments. One of which was the heating of bimetallic (iron and copper) strip and the effects after heating and cooling were observed. The other experiment was on heating of liquid contained in test tubes dipped in hot water. The effects of heating and cooling were noted. Woo announced that the experiment on heating of gas would be conducted in the second period. The experiment would be done by using the syringe. Yeung started dropping notes as she listened Woo's presentation.

Woo told the class to open the textbooks and look at the questions on the heating of substances. The first question was on the different states for gold, carbon dioxide, alcohol and carbon in 25 degrees. Students were active to give responses but Woo directed the question to some students. After this, he drew a diagram on board indicating an inverted flask with a test tube corked at its mouth dipped into water. He asked what would happen if the flask was held by hands for a few minutes. A student could explain correctly that bubbles would come up as the air inside the flask expanded. Woo helped students to express this phenomenon in English: "The air inside the flask expands" and he wrote the sentence on board.

The next question was on the volume of substances. Adding 50 c.c. water to 50 c.c. water was compared with the mixing of 50 c.c. water and 50 c.c. alcohol. Woo guided students to realize the particles made-up in mixing liquids. He asked them to think on the reduction in volume when water mixed with alcohol in terms of

particles. Then students found out that the spaces between the particles in alcohol were more to fit with water particles so the total volume would reduce.

One of the students raised up his hand and asked what would be the change in volume if we mixed water with oil. Woo appraised him by asking a good question. Then Woo made an analogy with many children played and joined their hands together. The particles of water likes hands joined tightly but the particles of oil joined loosely. Particles of oil could not break into the tight joining of water particles. As a result, oil and water could not mix together.

Then Woo shifted the focus to comparing the spaces between particles in different substances: air, water, mercury and iron. Many students tried to answer and found that spaces in air particles were the largest.

The last question was on the problem of exerting pressure on a rubber sucker. Woo drew a diagram and illustrated that air pressure inside the sucker was less as there was less air particles than that on outside. Therefore, there was a greater pressure exerted on the sucker and it was hard to pull it out from the wall. He asked students how to pull it out. They discussed a lot and finally a girl solved the problem by suggesting to peel off its edge a little and the pressure would release. Yeung took notes following the class discussion on sucker problem.

By the end of the period, he asked students to fill in the table printed in textbooks on state, volume and shape for solid,

liquid and gas. Students were confused on these three and Woo guided them carefully. Finally, it was clear that the volume and shape were fixed in solid; the volume was fixed but shape was not in liquid; and both volume and shape were not fixed in gas.

The bell rang and Woo announced to take a break. Yeung left after students greeted goodbye to her.

Yeung: "I often looked around the class to observe the class discipline. I observed students' responses to assess teacher's questioning technique and delivery of the subject matter."

"I wanted to give him accurate feedback and not to mislead him."

Woo: "I knew and felt her presence as my students were more quiet but it had no significant effect on my performance."

"I impressed that she was attentive to my teaching and students. I ignored her presence and concentrated on my own."

Post-observation Conference

Date: 23 December, 1991

Time: 1:55 - 2:35 p.m.

Venue: Medical Room

Yeung: "Before the meeting, I would draw a summary on his teaching highlighting his weaknesses and strong areas. I prepared to help him to improve by providing necessary recommendations."

"I tried to help him realize his own strong and weak areas in order to teach in an effective way; and to recognize his own potentials to improve."

"I raised those items deemed to be important in theory and practice in teaching and those principal's remarks concerning what good teaching was."

Yeung appreciated that the class was conducted smoothly and students participated actively during the period. Woo showed a sincere attitude in teaching and he "instilled students a strong interest in science". Students were responsive to what Woo taught

in the lesson. Woo agreed that his students were eager to learn and sometimes asked creative questions.

Yeung: *"He handled students' responses well and as a science teacher, he showed a good attitude to tackle their questions and learning motives."*

Woo: *"I accepted this appreciation and felt good. I had planned how to present in class and I had confidence that students understood what I taught. This appreciation made sense to me."*

Then Yeung focused on the problems in Woo's teaching. She reflected that the lesson was started by a review on heating of bimetallic strip. She suggested "the diagram of the heating effect on the strip could be drawn by students and the words written on board". By her own experience, Yeung found that students in I.S. were weak in writing in English and spelling, leading to the poor performance in tests and examination. They should be trained to write more and draw more in class.

Yeung: *"It was better to draw the shape and state of the strip after heating to consolidate what they had learnt in last period."*

Following the review, the heating and cooling effects on liquid were discussed. But Yeung pointed out that the pace was too fast and Woo could instruct a student to draw the diagram of the experiment on board. Woo admitted that he seldom required students to draw diagrams on board and he agreed to practise this in the next term. Yeung stated that it would be more effective to use diagrams than words in teaching science subjects. Besides, Woo could encourage students to draw out the syringe used in the next experiment rather than just mentioned the name of it only. Woo agreed on this.

- Yeung: "Even though the class was a good one in the school, but I observed some of them could not follow. If the pace was slower, they would be benefit."
"Drawing diagrams was one way to invite students' participation as well as they would not learn the subject in an abstract way."
- Woo: "Sometimes, I spoke too fast subconsciously. I would be alert on this."
"It was a good suggestion to ask students to draw diagrams and I had not realized this before. I thanked her to remind me to improve in this way."

At the beginning of the lesson, Yeung observed that "there were many choral answers but it was improved as the lesson proceeded". Woo agreed that there was a little confusion at that time so he directed the questions to particular students during the rest of the period.

- Yeung: "It would prevent discipline problems in class."
Woo: "I admitted that it would invite chaos and confusion. It would not stimulate specific students to raise hands up to answer."
"Directing questions to students in particular would provide chances for them to speak up and receive my recognition."

Yeung noted that "students were expected to give immediate response without giving enough time to think over the questions given". Woo should pause after each question to wait for answer. Moreover, students with quick thinking would dominate the class if teacher expected immediate answers. But Yeung indicated that Woo had improved in the latter part of the lesson when he tried to invite those students inattentive and quiet to take part in giving their answers.

- Yeung: "It was fair to all students to organize their answers and it needed time to develop their logical thinking."
Woo: "This was really a problem and I tried to change the practice."

After the review, there was an activity in problem-solving on some selected questions. For the expansion of gas, some students could give the right answer that bubbles coming out of the bottle. Yeung suggested Woo "might guide and ask students to write the explanation in English and they could manage to do". Woo agreed to help students to express and write more in English.

Yeung: *"This practice would help them to perform in tests and examinations. They knew the result but just could not express it in English."*

Woo: *"Again, it was a good suggestion."*

To make the explanation on particles in matters more understandable, Yeung suggested that "teacher might draw a diagram by using different coloured chalks for different particles". For the question on mixing oil with water, Yeung appreciated Woo's attempt "in drawing an analogy skillfully. The answer to the question was far beyond the cognitive domain in students. The explanation was simple and clear and the students' curiosity could be satisfied". Woo smiled and said that he faced very often with imaginative and creative questions asked by students.

Yeung: *"Explaining in words only was a handicap to our students while diagrams could facilitate understanding."
"He didn't escape the question and answer it coping with students' level of understanding."*

Woo: *"It was a good suggestion to use coloured chalks for illustration."*

For the explanation on air pressure exerted on rubber sucker, it was clear enough but Woo should explain more on the concept of "number of particles was less inside the sucker". But Yeung remarked that there was a very useful application on pulling out

the sucker as "it could relate to daily life experience" of students.

Yeung: *"He did a good and skillful job."*

Woo: *"I had thought over how to explain this before the class."*

Moreover, Yeung noticed that Woo gave too much Chinese translation on questions and vocabulary. He could ask students to prepare before the class in order to save the time for teaching. Woo reflected that students were very weak in English and one third of them failed often in dictation. Yeung insisted that they should not depend on teacher so much in learning vocabulary. They should stand on their own to improve. Woo agreed to try to change the situation by the coming lessons.

Woo: *"Explaining in Chinese would arouse their interest but there would be less chance to practise in English. There should be a balance."*

Lastly, Yeung suggested to give more time for students to think and solve the problems before the discussion started. Woo clarified that the questions had been given before the lesson and he expected students had found out the answers.

Yeung: *"Again, students should develop a scientific mind by giving time to think."*

Woo: *"It was true that more time should be given to them to think."*

At the very end, Yeung appraised that the lesson was well proceeded and the teacher was good in various aspects such as voice, manner, class management, preparation, etc.

Yeung: *"He had good attitudes towards me and he was eager to accept my recommendations in the meeting. He was sincere to clarify that the exercises had been given before the lesson so he gave less time for students to think in the period."*

Woo: "I paid attention to her comments and were ready to accept her advice as she was such an experienced teacher that her sharing was good for me."
"I would be afraid that she had not pointed out my weaknesses in depth and tried not to hurt me."
"She was sincere to discuss, recommend and help me to improve. But I felt she didn't show much enthusiasm in the meeting."

Improvements in Teaching:

Woo had been practising the followings in the second term:

1. To invite students write on board, fill in data, etc. to keep their attention and participation.
2. To arrange students in a proper way to let them concentrate.
3. To draw more diagrams on board for illustrations.
4. To insist students to raise up hands in answering questions.

Practice II: Supervisor Yeung with supervisee Lee

Pre-observation Conference

Date: 30 January, 1992
Time: 10:40 - 10:55 a.m.
Venue: Staff Room I

This was recess time. Lee stepped towards Yeung bringing along with her time-table. She had been informed by Yeung earlier in the morning that they would arrange the time for classroom observation during recess. Yeung stopped her work and took out her time-table to cross-check with each other.

Lee: It'll be better to observe double periods as we will do experiments.
Yeung: But there is no double free periods for me. Maybe we find a single period.
Lee: A single period?
Yeung: There is a possibility in Day I for F.2.
Lee: But we'll watch education television and have dictation.

- There is nothing to be observed.
- Yeung: Can it be changed?
- Lee: I think it can't. We need to rush up to meet delay in teaching schedule for F.2. We've planned strictly the content for each single and double periods.
- Yeung: There is a possibility for me in the third period in coming Day 6. This will be the second period for F.2E. Maybe I'll observe the conduct of the experiment and the summary given by you at the end.
- Lee: It will be okay for me.
- Yeung: I'll come to observe during the conduct of the experiment.
- Lee: Shall I introduce you to students?
- Yeung: It's no need to do so. Just to make it natural.
- Lee: It's okay. Let's confirm the date which is 18 February, the first Tuesday after Lunar New Year Holiday. The time will be the third period in Day VI for 2E.
- Yeung: Yeah. Thank you.
- Lee: Thank you.
- Yeung: *"She had been informed in the panel meeting before and she expected the observation. She was cooperative and active to arrange the details."*
- Lee: *"I didn't feel uneasy and have pressure. I would do whatever as usual but I would be serious to prepare and arrange the lesson and experiment better."*
"She requested on me in a friendly way and we agreed mutually. We performed formally but she made it easy."

Classroom Observation

Date: 18 February, 1992
 Time: 9:55 - 10:35 a.m.
 Venue: Chemistry Laboratory
 Class: F.2E (40 students)

- Yeung: *"I intended to observe her classroom management in this year as she had problems in handling discipline last year. Moreover, I would observe her presentation of the subject matter. These two aspects were basic and important to classroom teaching for the sake of student learning."*

When Yeung walked into laboratory, Lee just started the experiment with the class. She was checking the apparatus for each group. There were six large benches in the laboratory with four benches occupied by two groups of students in each. In each group,

there were five students. Yeung sat at the side of a vacant bench to observe the class.

The experiment was done to observe the heat loss both in a sealed vacuum flask and in a broken vacuum flask. The two different flasks and two thermometers were provided to each group. Lee told students to put one thermometer in each of the flasks and made sure to dip into water. Then she asked whether there were students who did not know to read thermometer. There is no response. She told them to leave the flasks on the benches and she continued to teach the lesson.

Lee drew the structure of a vacuum flask on board and told students to refer it in their textbooks. She explained how the flask could prevent heat loss by keeping hot water inside. She directed questions to some students on the parts and functions in an vacuum flask. On the other side of the board, she had put down a table on 'ways and media of heat loss through conduction, convection and radiation'. By referring to the table, she explained that vacuum inside the flask was used to prevent heat loss by conduction and convection. The silvered surface inside the glass walls was used to prevent heat loss by radiation.

Then Lee instructed them to underline in books the key words and sentences. Afterwards, she asked: "Can we keep cold water inside the vacuum flask?" She invited students to discuss and then she explained.

Lee spent about fifteen minutes on this part of the lesson, then she asked students to take readings on the thermometers and

completed the tables in their textbooks. Yeung stood up to look around those students nearby how they took readings. Lee reminded them to take readings for both the thermometers in two flasks.

Lee picked up some of the groups to give their results. One group reported that the temperature dropped from 55.5 to 55 degrees in the sealed flask while the temperature dropped from 57 to 53 degrees in the broken flask. Lee commented that these sets of data were satisfactory and normal.

Another group reported that the temperature dropped from 58 to 55 degrees in the sealed flask while the temperature in the broken one rose from 50 to 54 degrees. Lee explained that it was abnormal as the silvered glass wall had been broken inside the flask and the temperature should drop to a greater extent. The possible reasons were: the first reading in 50 degrees might be wrongly taken, the thermometer might not be dipped into water, or the cork of the flask was not firmly closed. Yeung listened attentively and wrote on note papers.

After this discussion, Lee said that she wanted to move on to the second experiment but the time was insufficient to do so. She postponed it and used the remaining ten minutes to discuss on the lagging materials found in our daily life. She told students to refer to pictures in textbooks: feather, fur and wool. These materials could trap air inside to keep people warm in winter. Lee drew a diagram to illustrate how air could be trapped. Moreover, she asked students for more examples from their daily life

experiences. Students gave many answers and Lee elaborated on them.

By the last minute, Lee assigned some vocabulary for dictation in the next lesson. The bell rang for recess time and she told students to put back those apparatus used in the experiment. The class was dismissed.

Yeung: "I listened to her teaching and took note in order not to miss the details in recalling later. I looked at students' responses in underlining text, answering questions and reading thermometers, etc. to observe whether they could concentrate, understand or follow teacher's instructions. By their performance, it could also reflect to a certain extent whether teacher's instructions were clear or not."

Lee: "She entered the laboratory informally without disturbing and greeting the class. I knew her presence but I felt easy and it just reminded me to be alert on my own."
"She tried not to disturb me and the class. She observed and noted at times."

Post-observation Conference

Date: 28 February, 1992

Time: 5:00 - 5:35 p.m.

Venue: Medical Room

Yeung: "I prepared a summary on her teaching. I would appreciate her first and then pinpoint her problems and give my recommendations. I might incline to act like a boss but I tried to communicate with her on the same level. I would present in a helpful way with aim to improve in her teaching."

"I found that she improved in handling classroom discipline and teaching performance, I would encourage her to try and do better. Comparatively, she had few problems as I observed."

"I would discuss those essential items relating to good science teaching such as use of blackboard, mastery of teaching progress, briefing before experiment and summary after it."

Yeung wrote down her comments on a summary form before the meeting and handed it to Lee. Lee requested to discuss on the

items and Yeung expressed that she appreciated much on her teaching without any comment. Lee was surprised and thanked Yeung.

First of all, Yeung pointed out that "the diagram of the structure of a vacuum flask was vividly drawn. The explanation on how the heat loss could be reduced inside the flask was very clear and logically presented". She stressed that she always science teachers to draw more suitable diagrams for illustration and clarifications of concepts in their teaching.

Lee: *"I had been trained to draw clear diagrams in university and it was justified to be good for student learning by a third party. She reinforced me to do in this way."*

In presenting the heat loss in a vacuum flask, Lee demonstrated five skillful techniques to enrich students' learning experience. Firstly, Lee had recalled frequently the factual information on the three ways of heat transfer: conduction, convection and radiation. Secondly, she had repeated mentioning on the application of knowledge in comparing the three ways of heat loss. A table had been drawn on the board for reference. Thirdly, she had consolidated students' learning by underlining the key points in textbooks. Yeung thought that it would be good for revision and examination purposes. Lee acknowledged that this was her usual practice in class and sometimes she asked students to drop notes in a note-book. Fourthly, she had reinforced students' analytical abilities by asking another daily application question such as: "Can we keep the cold water inside the vacuum flask?". Lastly, it was good to draw the table of heat loss for comparisons.

Lee: *"I had been using these techniques in my teaching and now they were justified to be effective. I would continue to*

adopt to use in my classes."

Yeung: *"These attributes related to good science teaching and were possessed by her. It was worthwhile to mention to encourage her to try harder."*

Lee asked for the comments on the experiment conducted during the lesson. Yeung understood that the period observed was the second one and there might have been a briefing on the experiment in the first period but which could not be observed. Lee was skillful in handling odd experiment results. The sources of error were discussed clearly with students: errors in thermometer reading and not dipping into water, or the cork not tight enough. Yeung suggested there should be a briefing on how to take thermometer reading. Lee admitted that she neglected this part as she knew students had learnt this in Form One. But she had briefed on various precautions and the possible errors detected.

Yeung: *"There was not much time to draw conclusion on the experiment but she was skillful in handling the results given by students. I found that the conclusion on heat loss had been building up in her repeated mentioning the concept during the lesson."*

"Briefing before experiment in handling apparatus and precautions, etc. was very important in science. It related largely to the safety in experiment. But I could not observe how she briefed students in the first lesson."

Lee: *"Capable in handling odd results was important to students and I made them aware of this. It was encouraging for her to appreciate my practice."*

"It was useful to remind me to give much briefing before experiment but it was hard to have enough time to do so in such a rush schedule. I accepted this advice and tried to improve."

Moreover, Yeung appreciated that the students were quite knowledgeable in the application of lagging materials in clothes for

keeping warmth. Lee had drawn a very good diagram on air as an insulator. But the students could have a brain-storming by asking them to give examples on how animals reducing their heat loss without referring the books. Lee agreed on this but there was little time left at the end to discuss in details.

Yeung: *"Brain-storming could make the class interesting and stimulate students to think more."*

Lee: *"It would be useful to adopt this practice if there was sufficient time."*

Lastly, Lee asked for an overall comment on the lesson observed. Yeung understood there was a constraint on time and the teaching schedule was tight for Form Two. In general, Lee performed very well to fulfill the requirement in the schedule.

After they had discussed the various aspects on teaching performance, Yeung pinpointed the items on the report form. Lee had a clear voice, a fluent speech and enthusiasm. The class management was good with awareness in physical condition. It was found that students were crowded on the four benches and it might cause dangers in experiments. Yeung suggested to separate students as dispersed as possible around the six benches. Lee agreed to do so in coming experiments. For lesson preparation, the teaching notes were prepared good, the objective was clear and the development of lesson was schematic. The teaching approach was relevant by giving lecture and conducting experiment. The presentation on board was neat and tidy. Pupil participation was active in answering questions. The teacher had a good eye-contact with the class. It could not assess on assignment as there was none for the class but it might check later.

- Yeung: "I tried to consolidate her strong points and encourage her to develop more in future teaching."
"The problems raised were minor and I suggested her to change if possible subject to reality. Her teaching was still good if they could not be changed."
"She was happy and frank to accept my appreciation and recommendations. She actively reflected the practical difficulties found in the subject."
- Lee: "It was encouraging. She raised not much problems and I hoped this was my real situation. She was formal but friendly and helpful to suggest ways for me to improve."
"She made me realize that I possessed many good techniques in teaching."

Improvements in Teaching:

Lee observed her own changes in teaching were:

1. To be more conscious to give briefing before experiments.
2. To continue to practise those effective skills.
3. To "brainstorm" students more to stimulate their participation and thinking.

DISCUSSION AND CONCLUSION

School Context

Working Climate

A prerequisite for clinical supervision is a positive school climate in which a norm of supportiveness sensed by all those participants working in it. In general, the school is found to have a supportive context nurtures a norm of closed working relations among teachers. These closed working relations can be found on committee, subject and class levels.

School context is a powerful factor in that it has a great impact on a teacher's career especially to first year teaching (Kilgore, Ross and Zbikowski, 1990). There are many uncertainties faced by teachers with the first year teachers in particular: uncertainties about how to teach, what to teach, how to handle student problems, and about the most appropriate action within a given circumstance. Teachers in the school under this study can find the ways to seek help from their supervisors. It is a favourable condition existing in the school that instructional leaders can create and maintain an atmosphere conducive to improve and grow among teachers. It is very important for such beginning teachers as those in the three panels to overcome their difficulties encountered. It has a positive and long-term effect for them willing to continue in the profession.

Administrative Hierarchy and Staff Relationships

The hierarchy in the school is not bureaucratic. The administrative stratification exists but it does not bring about fragmentation among teachers. Teachers in the school share a similar value and personal commitment in teaching. They teach and work for the benefits of students. Member teachers together with chairpersons in the three subject panels perceive themselves working as a team in "equal rank and status". Supervisors have a staff relationship with teachers in order to provide direct assistance to them. A participative decision making structure is commonly found in the three panels. Autonomy to a great extent is given to teachers working in the same level in handling daily operations in the subjects. Consensus has been reached on the overall planning and direction. The panel chairpersons act as a channel to facilitate communications between members. Working relations are built on mutual trust and responsibility. This close working relationship is important to carrying out classroom observation. Teachers will be convinced that they will benefit and improve from the observations and recommendations.

Supervisor-supervisee Relationship

Roles and Responsibilities

It is a necessary condition that both supervisor and teacher understand and accept their respective roles in clinical supervision. These roles will be interactive during the whole

supervisory process. In order to take positive roles, it is essential for the participants to understand and accept the purposes of clinical supervision. All the supervisors and teachers under this study can spell out the main purpose is for the improvement of teaching. Supervisors will identify those areas for improvement in teaching methods, mastery of subject matter, teaching skills or individual concerns for the teachers. Teachers admit that improvement leads to their professional growth.

In clinical supervision, supervisors and teachers must understand and accept the roles for which each is responsible. The three panel chairpersons take a role as "helper" to reflect the classroom performance to teachers. They have more or less a participatory and democratic orientation in their relations with teachers. They provide expertise and experience in guiding their colleagues to improve. They do not intend to fulfill their responsibilities through exerting formal authority. They provide autonomy for teachers to have substantial freedom to direct their own growth. On the other hand, teachers take the roles as supervisees have a positive concept towards the relationship with their supervisors. They perform naturally in their repertoires and be ready to fill the rooms for improvement.

It is critical to discover that both supervisors and teachers in the school have positive perspectives towards each other relationship. They are open to building up the "clinical" part in the program which "refers to the hands-on or eyes-on aspect of the

supervisor who is attempting to intervene in a helpful way" (Krajewski and Anderson, 1980:422).

Collegiality

It is the particular state of mind developed between the face-to-face encounters between supervisors and teachers. Working in a norm of supportiveness within the school, both parties develop some sense of mutual respect in fulfilling work requirements. In carrying out the procedures from pre-observation to post-observation, teachers respond positively with their supervisors. They reflect the verbal interchanges with their supervisors to be "communicative", "serious", "frank" and "open".

These personal frames of mind set the right mood for the whole process. What a more important condition is to permit an interpersonal access more than a legitimate access to each other. A supervisor may visit any classroom in any time but they must be psychologically accepted by the teacher if the process is to be anything more than a ritual. If there is no real interpersonal access, the supervisory program will not be productive.

Collegiality is not built on the formal authority of supervisors. It is important for teachers to sense that their supervisors act enthusiastically and they are operating on the "same wave length" (Blumberg and Jonas, 1987). These personal attributes are not common in all the three supervisors under study. Teachers in the English and Integrated Science panels expect a more active and enthusiastic rather than a formal supervisor. Blumberg

and Jonas (1987) emphasize the role of teachers in building up collegiality. Teachers will be contributive if they are considered competent, listened to, and asked to collaborate with their supervisors. In addition, if their supervisors are also highly competent, they will feel a sense of being valued. It will be a dual responsibility for both supervisors and teachers to develop a collegial relationship among them.

Collaboration

For those beginning teachers, learning to teach is a complex, time-consuming and difficult process over time. There are cognitive as well as emotional demands derived in daily teaching and faced by the individuals. A collaborative work environment can provide a condition to accomodate these pressures and in which teachers can learn and improve. A collaborative group built up between supervisor and teacher can facilitate this complex learning for a teacher. He/she can expand his/her level of expertise by participating cooperatively in the group. His/her supervisor may provide a source of intellectual and new ideas for his/her growth (Wildman and Niles, 1987). This group can also furnish the emotional support and encouragement a teacher needs to cope with the risk in attempting to teach well.

This kind of collegial groups are not fully built up by supervisors and teachers in all those three panels. They report a normal connection at the working level. They share decision making in the panels in a democratic way. But collaboration with an

individual involves more than democratic procedures. It is an attitude of acceptance and a practice of being equal. True equality is the core of collaboration (Glickman, 1985) and it seems not to be found in common among those six collegial groups in this study.

Building up a true equality needs time. It rests on the nurturance of a high and complete mutual understanding between supervisor and teacher. They can seek emotional support only through firm personal relations. There are limits in time, chance and effort faced by beginning teachers in the school to develop relations with their supervisors beyond the working level.

Skilled Service

The professional practice of clinical supervision is derived from the assumptions that the supervisor understands the nature of "educational encounters" (Garman, 1982) and has the inquiry skills to make sense out of the events under consideration. The competence of the supervisor depends much on the various skills of inquiry used in the practice. These skills are required especially during the stages in observation and analysis. Observation refers to the recording of actual events in classroom in order to collect stable data accepted by both the teacher and supervisor as reliable and useful. Analysis is the process of making sense out of the data systematically. Those skills adopted by the three supervisors are found to be explanation, interpretation and evaluation.

By the mode of inquiry in explanation, the supervisor explains the salient features observed in the lesson through inference derived from the content analysis of the data. Both the supervisor and teacher will share their understandings from their subjective points of views. The vital part of the process is the concept formation on teaching practices construed and agreed from both worlds. The basis for explanation is understanding in common language shared between supervisor and teacher.

The mode of interpretation is often used by the supervisors in this school to search for the meaning in the events observed in class. The supervisor understands internally by intuitively referring to his/her own experience or knowledge about the predispositions of the teachers and their practices. Through appropriate presentations both parties look for deeper meanings than inferences derived. Through this mode the supervisor and teacher seek for better ways to improve in teaching.

Evaluation is a normative mode which determines values and judgments about the events under observation. Technically, it is restricted to those criteria set by the school authority such as those in the "Report Form" required by this school. Supervisor will help the teacher to answer such questions as "How well have I performed?" or "Am I doing what I should be doing?" to determine the effectiveness of a particular aspect in performance.

Ethical Conduct

In clinical supervision, "one doesn't have ethics, one does ethics" (Garman, 1982). The manner in which the supervisors and teachers choose to respond to each other will challenge this ethical spirit. In examining the supervisory practices in the school, there is no evidence to support that they are carried out in self-interest, expediency or pragmatism. Both supervisors and teachers act in a matured, responsible and active way with the sincerity to seek for improvements and better changes. In fact, they make a conscious choice as there is evidence for improvements do take place in teaching reported by all six teachers.

Supervisory Procedures

All the three supervisors are observed to carry out those procedures in pre-observation conference, classroom observation and post-observation conference. These three steps are essential and basic to perform and fulfill the supervisory function. There is a common understanding shared by the three supervisors to act on these steps but their operations are subject to individual differences in perspectives, personal styles and the relations with their teachers.

Pre-observation Conference

The function of this meeting is to confirm the reasons and purposes of the observation, and the method, form and time of observation. This step is taken to provide a mental and procedural

framework for both supervisor and teacher to follow.

The pre-observation agreements in those six practices are only confined to the ground rules in dates, time, class and length of observation. The purpose of observation is not explicitly stated again as it is implied and understood. There is not much attempt to agree and discuss on such elements as the lesson objectives, class activities and teachers' intents to perform in class. It is supervisor's responsibility to take an active role to assess how the lesson will be implemented and to establish context characteristics for the observation of teaching. Although the ground rules can be collaboratively agreed, the supervisor can do more in building up a closer collegial group in the whole process. The better the supervisor knows the teacher's intentions, rationale, doubts and motives, the better the teacher performs in his or her own terms. The more the supervisor and teacher share expectations in the process, the easier for the group to work in the same terms of reference.

Classroom Observation

As there is no specific observational focus agreed mutually in pre-observation conference, classroom observation is supervisor-initiated found in all six practices. Supervisors decide on their own what to observe and to link their perceptions to teachers' concern. There is no teacher's inputs in the observation process. The essence of observation is the ability of a supervisor to put a "mirror" of the classroom to the teacher. The mirror can be a

stimulus for change in teachers' instructional behaviours on their own after their classroom performance have been objectively reflected by an observer. But the most important issue is: when both can agree on what needs to be changed, the description of events can be the forerunner of professional improvement. Moreover, if the teacher is able to have input into what data is to be collected, he/she is more likely to perceive the classroom observation as a means of professional growth but not primarily as a means for evaluation.

Observation is a two-part process -- first describing what has been seen and then interpreting what it means (Glickman, 1985:209). The competence in fulfilling these two functions depend on supervisor's intellectual versatility and experience. There is no special observation instruments developed for use in the school. Supervisors are found to place themselves in the teaching process intuitively. Their logistics in class are restricted to listening, scanning over the class and note-taking. They take part in class as a "neutral observer" without joining class activities or interacting with students.

Technically, supervisor's observation will be guided by those criteria on the "Report Form" supplied by school authority. The design on what to be essential attributes for good teaching rests on the important issue: mastery of subject knowledge or teacher competence in teaching skills. But this is not in the scope of this study.

Post-observation Conference

The conference is the best place to test the quality of the relationship between supervisor and teacher. In close examination on all the six conferences convened by those collegial groups, there are free interchanges with positive attitudes on both sides. The conferences are problem-centered and serve as a place to provide adult rewards and appreciation, to provide didactic help, to provide lesson feedback and to encourage incentives to improve.

The conferences are supervisor-initiated and the goals of the conferences are not jointly agreed. The selection of issues to discuss depends much on supervisor's conceptual repertoire and analytical ability. Those issues raised in the conferences are largely on the areas in questioning techniques, student participation and motivation, design of teaching materials and presentation of subject matters. All the three supervisors put forth these salient issues with reference to their professional frame of knowledge and experience. It is worthwhile to note that issues raised by supervisors are treatable and accessible to teachers. It is an important condition to bring the desired improvements in future teaching. The underlying contributing factor may be the collegial relationship existing between supervisor and teacher, and they collaboratively work for the aim of professional development.

Follow-up Activities

The formal supervisory procedures will end by the closure of post-observation conference. The cycle will be operated once only on each teacher in normal circumstances. Those three supervisors will not follow up those issues raised in the post-observation conference. Teachers are expected to direct their own changes autonomously. For the supervisors, time factor is determinative. They cannot follow to supervise those recommendations one by one in details but they claim that their collaboration is prevailing in daily teaching. They are willing to help their fellow members whenever necessary, to build up closer working relations, and to disseminate professional resources and opportunities.

Improvements of Teaching

All six teachers report changes or improvements in their teaching observed in the second term with reference to their supervisors' recommendations. The effectiveness of these improvements on students' learning is unknown as there is no attempt in this study to test about it. At least, these changes are "better" for teachers according to their experience in class.

Potentialities and Limitations

Feasibility

Following the discussion and careful analysis of the findings, a number of important contextual factors are found in this study. A number of patterns are discovered which appear to have favourable implications on the implementation of clinical supervision in the school. The four major patterns identified are: harmonious and supportive relationships, team work and team spirit, teachers' control over pedagogy and curriculum, and participative decision making.

A harmonious and supportive relationship is found between teachers and supervisors and among colleagues in the school. Most of the teachers feel that they are working "in the same rank". There is evidence to envisage cohesive, collaborative staff interactions as those six practices revealed. Stratification is not evident in the hierarchical structure and teachers have not a stratified mind in interacting with others. There is flexibility in curriculum and pedagogy encouraged by supervisors at times whenever necessary for the benefit of student learning. The personal teaching patterns are connected firmly with a teacher's commitment in teaching. The staff's decision making stance is made on consensus with free interchanges in equal status. Constant changes in teaching progress is strictly observed by teachers. They are open and supportive to each other in fulfilling teaching requirements.

All of these factors seem innately congruent with the clinical supervision model. It emphasizes a need for collegiality and trust, not isolation and fragmentation. It expects teachers to meet and work with each other as equals and not in terms of a stratified hierarchy. It encourages teachers to search their own teaching patterns and styles rather than standardized models. Teacher's autonomy is nurtured but rapport maintained by closed relations and interactions. Moreover, it calls for a sense of professional initiative and decision making in daily educational encounters between teachers.

Limitations

Limitations in Settings. Perhaps the most clearly evident limitations restricting the fullest use of clinical supervision are related to the realities of school. Teachers and supervisors work and live in various settings: committees, classrooms, junior or senior form levels and extra-curricular activities. Time, work pressures, anxieties and organizational constraints are all destined to impose limits on both the efficiency and effectiveness of clinical procedures.

Personal Limitations. The "readiness" of supervisor and teacher to treat each other as partners in the clinical supervisory relationship is quite important. The "highly personalized, highly individualized, and intense character" of clinical supervision may be rather demanding regarding motivation, intelligence, and emotional stability (Harris, 1976:87). In addition, the building

up of collegial relations between supervisor and teacher results in additional emotional burdens and time demands. Going through the process from time to time can make it too routinized and ritualized. It may bring tiresome and burdensome for both supervisor and teacher.

Technical Limitations. For a supervisor to work and participate in the process effectively, it requires much more training in conferencing, information collecting, classroom observing and interpreting and other supervisory techniques. If teachers are to be clinical supervisors, they need to receive proper training. It presents problems to the educational as well as school authorities as there lacks such training program and training takes time and is expensive.

A Matching Problem

Clinical supervision is considered by many experts (Cogan, 1973; Goldhammer, Anderson, and Krajewski, 1980; Garman, 1982) to be a very effective strategy for bringing about improvements in teaching. This study supports that it may be feasible to use in an aided secondary school if those favourable contextual factors prevail; and improvements in teaching are evident in consequence of use. But it cannot be overlooked that clinical supervision is just one of the options for supervision in schools. There are other possible options available as suggested by Sergiovanni (1987): cooperative professional development, individualized professional development, and informal supervision. He states that "successful

matching of options to teachers results in enhanced professional development, increased work motivation, and more effective teaching and learning" (190). There is no intention in this study to suggest presumptuously that clinical supervision is fit for every teacher in every school. Clinical supervision may be suitable for some teachers in certain school contexts but not for others. Teacher needs, dispositions, learning styles and work styles vary among teachers. These concerns must be taken into consideration and examination. It hopes that much insights will be revealed in future studies.

VI

LIMITATIONS OF STUDY

The results of this study must be considered in light of the following limitations:

1. There is an inadequacy of research on supervision in education especially in respect to the dimensions of instructional supervision as a field of study. Alfonso and Firth (1990) urge that there needs a "reality-based, pragmatic approach" to research in supervision. The situation is just the same as that in Hong Kong. This adds much difficulty in the theoretical constructs in this study.
2. The small number of subjects, who are instructional supervisors and supervisees, and the distribution of subjects among the teachers limit the "ecological validity" (Clarridge, 1990) of the study. The significance of this study lies in its suggestion that clinical supervision is feasible to use in schools for improvement in teaching. It is better to have further studies with larger samples and in-depth examination to confirm the positive effects of clinical supervisory experiences.
3. The reliability of the data collection and analysis will be enhanced if there is a second person to provide a further check following the methods in the study concerned. In this study, there lacks this "intercoder reliability" (Sowden and Keeves, 1988) since the study is conducted by one person. In view of this, the "researcher effects" (Miles and Huberman, 1984) is minimized, in

order to inquire in its natural settings, by the following ways: making requirements unequivocal to teachers and instructional supervisors, avoiding obtrusive measures during the study, and making the problem under studied not inflated and disturbing in the teaching lives of others.

4. In this case study, it faces the following ethical dilemmas as noted by Merriam (1988:179):

- a. Problems of the researcher becoming involved in value judgments in the issues, events or situations under study.
- b. Problems on the need to preserve the anonymity of subjects in this study.
- c. Problems arising from the readers of this case study being unable to differentiate between raw data and the researcher's interpretation in the transcription of those data.

VII

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VIII

APPENDICES

Appendix I

Field Note

Date: _____

Time: _____

Location: _____

Event: _____

Presentees: _____

Abbreviations:	Sr	Supervisor
	Se	Supervisee
	OC	Observer's Comments

Appendix II

Guidelines to Field Observation and Recordings

I. Pre-observation Conference

A. Physical environment

1. location
2. time and duration
3. date

B. Behaviors and attitudes: directive, non-directive, collaborative

C. Elements in agreement between supervisor and supervisee:

1. lesson objectives
2. class activities
3. learning program
4. assessment and feedback

D. Ground rules of classroom observation:

1. date and time of observation
2. place of observation
3. length of observation

E. Special agreements made:

1. seating of supervisor in classroom
2. interaction with students
3. special arrangements required

II. Classroom Observation

A. Physical environment

1. location
2. time and duration
3. date

B. Logistics of supervisor:

1. whether supervisor joins in class activities
2. whether supervisor interacts with students
3. the ways of data collection
4. the use of report form and notetaking
5. entry and leave of classroom
6. immediate response to circumstances

C. Procedural inadequacies:

1. any teacher mistake
2. any threat or tension-reducing acts by supervisor

III. Post-observation Conference

A. Physical environment

1. location
2. time and duration
3. date

B. Ploys

1. the opening ploy
2. the transitional ploy
3. the closing ploy

C. Interactive roles:

1. feedback and appraise
2. verbal interchanges
3. supervisor's initiatives
4. supervisee's responses

Appendix III

Interview Schedule for Supervisor

A. Personal Frame of Mind:

1. How can you describe your philosophy held in respect to your teaching?
2. How can you describe your philosophy held in respect to your role as a panel chairperson?
3. How do you interact with your members in the panel?
4. What do you perceive the nature of teachers' interaction and relationship in the panel?
5. What do you perceive the nature of teachers' interaction and relationships in the school?
6. What do you perceive the stratification of teachers in the school?
7. How do this stratification affect your role?
8. What do you perceive the formalization of curriculum and pedagogy (teaching methods and strategies) in the panel?
9. What do you perceive your status in the decision making structure in the panel?

B. Acting as a Supervisor:

1. What do you understand the purposes of classroom observation in this school?
2. What do you expect your role as a panel chairperson in this program of classroom observation?
3. How can you describe the working relationship with your supervisee?
4. How can you describe the personal relationship with your supervisee?
5. What will you intend to observe during classroom teaching performed by your supervisee?

6. How will you decide on what to observe in your supervisee's classroom teaching?
7. How do you feel about the attitudes of your supervisee in pre-observation conference?
8. What do you think about the relevance and coverage of items under the captions on the report form?
 - a. "The Teacher"
 - b. "Class Management"
 - c. "Preparation"
 - d. "Performance"
 - e. "Assignment"
9. I observed that:
during the classroom observation. What do you think the relevance in so doing?
10. What have you prepared before the post-observation conference?
11. What do you want to achieve in post-observation conference?
12. What criteria for you to decide on what items to be raised in post-observation conference?
13. From your post-observation analysis with supervisee, you have appreciated her/him that:
What do you think the importance of this appreciation to her/his teaching?
14. What will be your objectives to show this appreciation?
15. From your post-observation analysis with supervisee, you have picked up the problems: _____ in her/his teaching.
What do you think the importance of these problems to her/his teaching?
16. What will be your objectives to raise these problems?
17. From your post-observation analysis with supervisee, you have given the recommendations: _____ to her/his. What do you think the importance of these recommendations to her/his teaching?
18. What will be your objectives to give these recommendations?
19. How do you feel about the attitudes of your supervisee in post-observation conference?
20. What are the follow-up activities you intend to carry out during this academic year in order to help your supervisee?

21. Some people may say that classroom observation will not give much idea on a teacher's performance. What will you say to them?
22. Suppose you were being asked by a panel chairperson in another school whether or not he/she should carry out such a program like the one in our school, what would you say?
23. How do you feel the presence of the researcher in:
 - a) pre-observation conference,
 - b) classroom observation,
 - c) post-observation conference?

Appendix IV

Interview Schedule for Supervisee

A. Personal Frame of Mind:

1. How can you describe your philosophy held in respect to your teaching?
2. How can you describe your philosophy held in respect to your role as a panel member?
3. How do you interact with your members in the panel?
4. What do you perceive the nature of teachers' interaction and relationship in the panel?
5. What do you perceive the nature of teachers' interaction and relationships in the school?
6. What do you perceive the stratification of teachers in the school?
7. How do this stratification affect your role?
8. What do you perceive the formalization of curriculum and pedagogy (teaching methods and strategies) in the panel?
9. How do this formalization affect your teaching?
10. What do you perceive your status in the decision making structure in the panel?

B. Acting as a Supervisee:

1. What do you understand the purposes of classroom observation carried out by your supervisor in this school?
2. What do you expect your role in the program?
3. How do you describe the working relationship with your supervisor?
4. How do you describe the personal relationship with your supervisor?
5. How do you feel when your supervisor approach you to agree on the details in classroom observation?

6. How do you feel the attitudes of your supervisor in pre-observation conference?
7. What do you feel about the presence of supervisor in observing your classroom teaching?
8. How do you feel the attitudes of your supervisor during the period in observing your classroom teaching?
9. What do you think about the relevance and coverage of items under the captions on the report form:
 - a. "The Teacher"
 - b. "Class Management"
 - c. "Preparation"
 - d. "Performance"
 - e. "Assignment"
10. What do you think about grading to your teaching performance?
11. How do you feel during the period when your supervisor discusses the problems in your teaching with you?
12. Your supervisor has appreciated you in the following areas:
How do you feel?
13. Your supervisor has pointed out that:
How do you feel?
14. What do you think about the recommendations given by your supervisor?
15. How do you feel the attitudes of your supervisor in post-observation conference?
16. What changes do you perceive in your teaching afterwards following the classroom observation?
17. How do you feel the presence of researcher in:
 - a. pre-observation conference
 - b. classroom observation
 - c. post-observation conference?
18. Suppose you were being asked by a teacher in another school whether it would be beneficial to one's teaching by having this program, what would you say?

Appendix V

Personal Information

1. Name: _____ Sex: _____
2. Teaching experience in years: _____
3. Professional training, if any: (diploma/certificate/others)

4. Educational qualifications:

5. Present grade: (SGM/GM/AM/CM etc.) _____
6. Major subject taught in the school: _____
7. Form levels and subjects taught in curent year:
- | Form Level | Subjects |
|------------|----------|
| a. _____ | _____ |
| b. _____ | _____ |
| c. _____ | _____ |
| d. _____ | _____ |
| e. _____ | _____ |

* For supervisor only

8. Training in acting as a panel chairperson, if any:
(courses, institutions, etc.)

Appendix VI

REPORT ON CLASSROOM TEACHING

Name: _____ Subject: _____

Class Observed: _____ Date: _____

The Teacher P B S G VG NA

Appearance
Manner
Voice
Speech
Enthusiasm

Class Management

Teacher-pupil Relationship
Awareness of Physical Condition
Discipline
Knowledge of Routines/Safety

Preparation

Teaching Notes
Scheme of Work
Clarity of Objectives
Selection of Content

Performance

Relevance of Teaching Approach
Development of The Lesson
Questioning
Use of Praise/Critism
Use of Aids
Effectiveness of Pupil Participation
Use of Non Verbal Cues
Clarity of Explanation
Class Activity
Bringing The Lesson To A Close

Assignment

Quantity of Assignment	Too Much _____	Appropriate _____
Quality of Assignment	Too Little _____	
	Satisfactory _____	Unsatisfactory _____

Overall Comments:

Recommendations Given to the Teacher:

Signed: _____

Post: _____

Key to Grading: P = Poor B = Borderline S = Satisfactory
 G = Good VG= Very Good NA= Not Assessed

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